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ABSTRACT

This monograph for the experienced or novice adult basic education (ABE) instructor reviews some basic concepts in the area of adult learning and provides some ideas for practical application of these concepts in individual settings. It is divided into two parts. The first four chapters are aimed at the trainer who is instructing part-time ABE teachers or at the ABE teacher who wishes to delve further into the theory of ABE. Chapter 1 provides an overview of the ABE student. It explores the strengths and weaknesses adults bring to a formal education program, examines factors influencing the adult student's performance in the classroom, and presents an instructional method for integrating basic skills with higher-level needs. Chapter 2 describes models for teaching the total adult student. The purpose of chapter 3 is to define motivation, consider motives that trigger motivation, and examine where the keys to motivation lie. Chapter 4 on teaching/learning styles discusses incorporating psychological type and learning style in instructional planning. Part 2, chapter 5, is the student manual. It summarizes part 1 and provides practical suggestions and learning activities to put theory into practice. (YLB)

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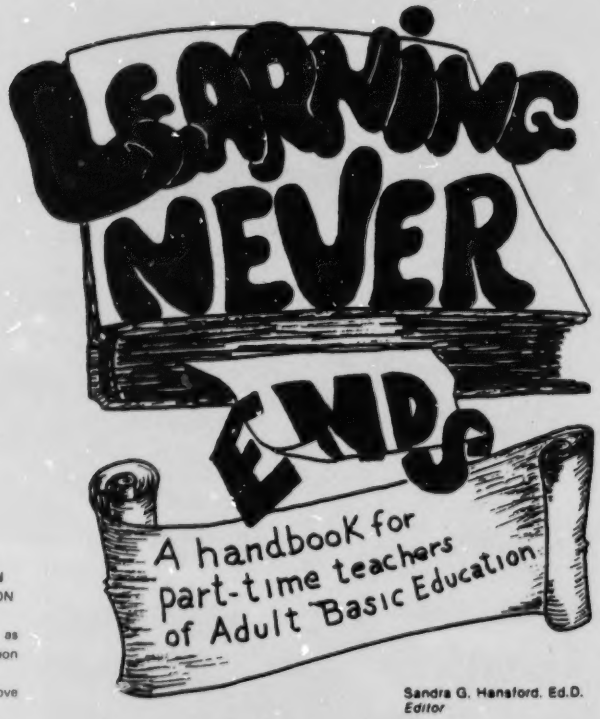

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INTRODUCTION

Over 50 million American adults have literacy deficiencies, some 20 million of whom are functionally illiterate (Hunter & Harmon, 1979; Kozel, 1980). These adults lack very basic educational skills and therefore experience social, economic, and personal limitations to their effective functioning in society. In Florida, one and a half million school-age children are educated each year, but one-third of them drop out before graduation. Of the 56% of Florida's adults who have not completed high school, 15% are illiterate. Other alarming facts are that of the mothers receiving Aid to Families with Dependent Children, 71% are school drop-outs and 14% are illiterate; of all Florida's prison inmates, 72% have not completed high school and 16% are illiterate; of the 50,000 of Florida's students who drop out yearly, most come from parents who did not complete school (Florida Department of Education, 1978).

Local figures are no less discouraging. According to Bob Wofford, Director of the Adult Basic Education (ABE) program at Florida Junior College in Jacksonville (FJC), there are more than 69,000 illiterates in Jacksonville (Duval County). Indeed, Duval County has a higher rate of functional illiteracy than does the State or nation.

The consequences of these statistics are staggering, not only in terms of the sheer economic impact on our society, but also in terms of the human costs---the personal suffering of educationally and economically disadvantaged adults. The federal government has responded to this problem through legislation beginning in 1964, and the Adult

Education Act in 1966 (which has been amended through the years). More specifically, Florida Junior College has responded by providing an Adult Basic Education program. Legislation and funding are of course crucial components of efforts to alleviate this costly loss; however, as is most often the case, human resources are the pivotal component.

In Duval County, over 6,500 adults participate in ABE classes and are taught in over 225 classes by more than 200 part-time instructors and support staff members. Your decision to become a part of this instructional team places you in a critical role. Your importance, your contribution, cannot be overestimated. It is therefore helpful to know something about you. In a recent survey (questionnaires were completed by 123 ABE teachers) we found that you, the part-time Adult Basic educator at Florida Junior College, have the following characteristics:

Age, Sex, Race

There is a more or less equal spread of ABE teachers in four age groups: 26-35, 25%; 36-45, 23%; 46-55, 20% and 56-65, 20%. One teacher was under 25; nine were over 65. With regard to sex and race, the majority are female (88%) and black (93%).

Education

All but one of the ABE teachers surveyed had at least a bachelor's degree, with 29% having a master's and 20% having completed additional graduate work. With regard to major, several of the teachers listed more than one major; 47% have majors in elementary education; 11% in general education, and 17% in administration and guidance. Of the 19% who had noneducational majors, a predominance had majors in business administration, sociology, English, and psychology.

Many of the ABE teachers are certified in more than one area. The majority have elementary education certificates (64%). The next most common certification area is administration and supervision (25%), then junior college certification (23%), followed by special education (19%), secondary education (15.4%), early childhood education (12%), and guidance and counseling (10%).

With regard to special training, the predominant forms listed by the ABE teachers were various ABE workshops (32%) and academic courses (29%). A small number listed job-related experiences (consultant/ counselor 12%) teaching experience (19%), and in-service training (5%).

Employment

The majority (64%) of ABE teachers work full time at jobs other than teaching ABE students. Of this majority, 41% work in teaching or teaching related jobs; 9% work in educational administration; 6% work in counseling-related work; 4% work in social programs; and the remaining 4% work in varied fields.

Of those who are teaching full-time, 50% teach at the elementary level and 24% teach at the secondary level. With regard to years of experience, 41% have between 5 and 15 years of experience; 7% have 16 to 20 years of experience, and 9% have 21 to 25 years of experience. In addition, the ABE teachers surveyed have had considerable experience in adult education. Twenty-nine percent had from 1 to 4 years of experience in working with adults; 36% had from 5 to 10 years of experience; 10% had from 11 to 14 years of experience; 5% had from 15 to 20 years of experience; and 5% had in excess of 20 years experience in adult instruction.

Major Strengths

When questioned regarding what they consider to be their major strengths, 49% of the ABE teachers cited certain personality attributes. These included understanding, empathy, or sympathy (19%); good rapport and open communication approaches (13%); ability to motivate students (8%); and patience (7%). Twenty-eight percent cited their specific knowledge and teaching skills as their major strength; 7% cited their experience in special teaching situations; and 5% cited their guidance abilities.

Perceived Need for Additional Training

Fifteen percent noted specific courses they would like to complete in order to add to their knowledge, and 15% wanted additional training in areas that would facilitate their understanding of adult students (e.g., psychology, geriatrics).

Other Special Training

Among the ABE teachers, 36% had training in first aid; 14% had completed CPR training; 7% had education-related special training; and 5% had training in a foreign language.

The adult students (demographic data were obtained on 4,049 ABE students) you teach are also a special group who have the following characteristics:

Age, Sex, Race

Only 9% of the students surveyed were 19 years or younger; 20% were between 20 and 24 years; 22% were between 25 and 34 years; 20% were between 35 and 54 years; and 26% were 55 or older (3% preferred not to reveal their ages). With regard to sex, 57% were female and 43% were

male. The majority (66%) were black American; 27% were white American; 2% were Spanish-surname American; 1% were Asian American; and 4% were unclassified or other.

From this data we can surmise that this adult population shares some of the characteristics of adult learners found throughout the professional literature. We must caution, however, that each learner is a unique individual who brings to the learning environment a set of needs, a learning speed, and a learning style; we must be sensitive to that "total" individual if we are to succeed.

The purpose of this monograph is to review some basic concepts in the area of adult learning and to provide some ideas for practical application of these concepts in your setting. Whether you are an experienced ABE instructor or a novice, the pages which follow should be useful. The first chapter provides an overview of the student in adult basic education. It explores the strengths and weaknesses which adults bring to a formal education program, examines the factors which influence the adult student's performance in the classroom, and finally, presents an instructional method for integrating basic skills with higher-level needs. This information, along with several models for teaching the "total" student and some keys to motivation, is presented in subsequent chapters. These concepts provide a framework for a chapter on teaching/learning styles, followed by a chapter that offers some learning activities which will help you maximize students strengths, minimize their weaknesses, and assure optimal learning outcomes.

The monograph is divided into two parts: the first four chapters are aimed at the trainer who may be instructing part-time ABE teachers,

or it may be used by the ABE teacher who wishes to delve further into the theory of ABE; Part Two, Chapter 5, is the student manual, and in essence, provides a summary of Part One, along with practical suggestions for putting theory into practice.

The theme, LEARNING NEVER ENDS, is our goal for you and your students and, indeed, for all of us as we continue to seek improved methods for promoting life-long learning.

CHAPTER ONE

Learning Needs of the Adult Basic Education Student

Young and old, all races, delight
Learning by day, learning by night,
Body robust and body frail,
Person female and person male,
A weak student and knows it...but
Highly motivated and shows it!

The adult basic education student is all of the above and more, a reservoir of unfulfilled promise. Basic skills education has the power to open the floodgates of this reservoir so that dreams and aspirations, whether cherished secretly for decades or borne of recent economic frustration, can flow to fruition. As an instructor for these students, you hold the keys which can open those gates. You cannot open the locks by yourself, but you can lead the way to that threshold and assist your students in learning to use the keys.

Teaching basic educational skills to an adult is one of the most challenging and rewarding experiences open to the professional educator. At no other level in the formal education system can you expect to receive both candid feedback and immediate positive reinforcement with the frequency which characterizes the ABE classroom experience. If you're off target with adult students, they tell you; and when you do succeed, they let you know it.

Who is the Adult Basic Education (ABE) Student? As stated above, the ABE student body is an extremely heterogeneous group. The students may be men and women. They may be healthy or infirm. They may be desperately poor, or financially comfortable. They may have dependents

or they may live alone, with few social outlets other than their classroom interactions. While the minimum age varies based upon local policy, the Adult Basic Education Program is intended to serve anyone who is 16 years of age or older and wishes to acquire basic education skills.

Within this great diversity, you might encounter an individual class which is quite homogeneous because of the time of day or location in which it meets. For example, one class may be made up of young, unemployed adults; another attended by persons who are working part time or full time; and yet another composed entirely of older adults.

The first step in planning an optimal classroom experience for any group of students is to identify what they have in common and how they differ. In so doing, it is vitally important that you avoid stereotyping the students. All of us resort to classifying people to some degree according to their obvious characteristics and dealing with them as examples of "types" rather than individuals. Up to a point, this habit is useful in getting to know people. It allows us to apply what we have learned from past experiences with people to the process of getting to know a stranger. The extent to which the habit is helpful, however, depends upon the skills with which we type people and the effort we make to identify their individual traits. When we deal with people by types which are over-simplified, fixed and identical for all persons in a category, we are guilty of stereotyping.

Even if stereotypes are accurate, which they seldom are, they can destroy one's effectiveness as a teacher. Once we "type" a person, we tend to hold on to that opinion. We react to the individual according to the stereotype, whether or not he or she deserves that reaction. For

example, many people believe that the elderly like to be "humored," that handicapped persons must be "waited on," or that the adult who hasn't learned to read or write must be "retarded." These are stereotypes which may be true for some of the elderly, some handicapped persons, or some of the adults who never learned to read or write; but certainly not for all. Your effectiveness as an ABE instructor is directly dependent upon your ability to avoid stereotyping.

In summary, the ABE student is not easily "pigeon holed" or defined, and inherent in any attempt to do so is the threat of stereotyping. While it is important to recognize and capitalize upon the commonalities of students within a given class in order to select the most effective examples and activities for group instruction, the

value of this practice is limited with ABE students because their characteristics are so varied. It is far more important for the ABE instructor to work with students, identifying their individual needs to insure that what is learned has personal meaning for each student.

Does the ABE Student Require Specialized Instructional Methods? If you were to survey the full spectrum of formal education in this country, you might well conclude that the very best teaching takes place at either end of the process--in the early elementary grades and graduate school! Why? Because it is there that we find an emphasis upon inquiry and the development of individual problem-solving skills. From middle school through baccalaureate, the process of education is subject to the "tyranny of the disciplines." The focus upon mastery of content--facts and figures--and the need to move youngsters through a lock-step system based primarily upon chronological age, make it extremely difficult for all but the most dedicated of teachers to individualize the instructional process. The middle school must meet the demands of junior high entry, the junior high must meet the demands of high school entry, and the high school must meet the demands of college entry. Even the college curriculum must bend to demands of potential employers and professional certification requirements.

Most of what passes as instruction between elementary school and graduate education is mechanical and pedantic. The techniques of pedagogy which stress the teaching of the immature by the mature, the enlightenment of the unknowing by experts, and the content-centered syllabus presented in a teacher-centered environment are totally inappropriate for adult learners.

It is generally recognized in the field of education today that the process of teaching adults is quite different from the traditional practices of pedagogy outlined above. Indeed, most educators feel these methods are ineffective for learners of any age! They are the necessary evils of a massive public education system--practices that are by and large being displaced by technological innovations which impact both the art and science of teaching.

Malcolm Knowles was the first Adult Education theorist to popularize this concept. Knowles postulated in 1968 that the art and science of teaching adults was so different from that of teaching the immature that a totally different label was needed to characterize the process. He introduced the term "andragogy," defined as "the art and science of teaching adults" in contract to "pedagogy." Knowles pointed out that the word pedagogy comes from the Greek "paidagogos" meaning "leader of boys." Andragogy was coined from the Greek root word, "andros" or man (Knowles, 1975, p. 19). You won't find andragogy in the dictionary, but Knowles did succeed in stimulating a lively debate, and one finds the term used frequently in the professional education journals which deal with the teaching of adults.

Having established andragogy as a subject worthy of study, Knowles was then pressed to delineate the assumptions and classroom processes which give legitimacy to any instructional practice. He did so abundantly in such works as The Adult Learner (1981) and Self Directed Learning (1975). Adult learning must be self-directed and problem-centered to the extent that the student's current skills allow. The adult's life experience provides a rich resource for learning activities and maximum involvement of the learner in the planning of

activities, diagnosis of needs, and goal setting. This student-centered approach brings optimal results when teaching an adult. In fact, Knowles prefers to refer to the instructor not as a teacher of adults, but rather as a "facilitator of adult learning."

In summary, the ABE student most certainly does require specialized instructional methods. The independence and individuality of each student cannot be overemphasized in an ABE classroom, because that student, more than any other in the formal educational system, is taking a personal risk. You will be working with an individual who is in class because he or she wishes to be in class, an individual for whom formal education already represents a personal failure. The adult enrolled in a basic education course is by definition a less than successful student, but this person is by no means a lesser adult. The experiences and attitudes which characterize that adulthood control what is learned and clearly dictate the methods and techniques which best facilitate learning for each student. To paraphrase Alan Knox, the adult student is not interested in the answers to questions he hasn't asked (Knox, Note 1). It is the task of the ABE instructor to find out what questions a student brings to the classroom and to stimulate an interest in additional questions which promote the acquisition of basic education skills and instill a desire for life-long learning.

What Factors Influence the ABE Student's Performance in the Classroom?

Problems faced by the undereducated adult are not different in kind from those problems faced by all adults. Differences do exist, but they are differences of degree rather than kind. The various limitations and restrictions which a lack of basic educational skills places upon an adult's alternatives and solutions serve to deepen the degree of

differences, to the point that the student loses sight of the similarities which exist between his or her personal problems and those faced by other, better-educated adults. In so doing, the undereducated adult closes the door to possible solutions--choosing to live with personal inadequacies, rather than striving to overcome them.

The students who come to your class have taken the first step toward actively solving their educational problems and hence increasing their options in facing other problems in life. An understanding of the basic elements of problem solving is vital to the fully-functioning adult and for that reason, this section includes a systematic approach to group problem solving which can be utilized with your class in planning learning activities, or it can be modified to teach individual problem-solving skills.

It is useful first to gain a better understanding of the common origins of all problems faced by adults in modern society. It is from these common origins that empathy, group support, and creative solutions are developed. Need theory is one popular approach to understanding the complex problems and behavior of human beings. According to this theory, humans are creatures of need. Although each of us is unique in particular ways, we share common needs. Our human nature and our physical environment have created particular types of needs that generate stress and thus the need for reduction of that stress.

Needs are never permanently satisfied or fulfilled, but rather exist in a constant cycle of deprivation and fulfillment. For example, you are hungry, eat until you are satisfied, and shortly become hungry again. The needs for physical activity and rest follow this same pattern, as do the needs for love, acceptance, and recognition. Often a

need is so stressful and anxiety producing that we suppress it for long periods of time, focusing upon those needs which are more easily fulfilled.

Need theory is also termed by some a theory of motivation. Abraham Maslow, the noted humanistic psychologist, identified five basic categories of needs which motivate human behavior and concluded that the lower-level physiological needs must be satisfied to some degree before an individual could focus energy on the satisfaction of "higher-order" human needs.

Maslow's Priority of Needs

Needs necessary to be truly human	High needs	Beauty, order, unity, justice, goodness. A self-actualized person seeks these.
Needs necessary to become emotionally stable	Esteem	Self-respect, respect of others.
	Love	Ability to love and be loved; need for affection.
Needs necessary for both physical and mental stability	Safety	Physical safety, emotional stability.
Needs necessary for physical health	Physiological	Air, water, sex.

(Adapted from A Time for Living, Note 4)

Other theorists suggest that the individual strives to maintain a balanced satisfaction of needs. An example of this latter point of view would be the professional athlete who risks safety and suffers physical pain in order to achieve recognition and respect; or the undereducated

adult who continues to earn an inadequate income doing work with little status, rather than suffer the humiliation of being labeled "illiterate" by strangers.

Regardless of the particular interpretation of need theory which you choose to support, one thing is certain. When we talk about a need we are talking about something that causes a state of stress, something that predisposes one toward action, and so it is with the learning needs of the ABE students. Assisting the student in giving expression to personal needs is one of the keys to successful instruction.

In summary, the adult student's classroom performance is largely a result of the complex interaction of various intrapersonal, interpersonal and environmental needs. While some of these needs may be utilized by the instructor to facilitate learning in the controlled environment of the classroom, other factors are beyond the control of the instructor and in many cases are beyond the immediate control of the student.

The manner in which these needs interact with each other and affect learning in the classroom is unique for each student, thus forming a personal learning style. The first KEY to facilitating an adult's learning is to develop a sensitivity to the personal context within which each student evaluates and absorbs knowledge. If an instructor is to be truly successful in teaching the adult student, attention must be given, not only to the development of learning activities which present and clarify the subject matter, but also to the development of learning activities which facilitate the student's understanding of his or her personal needs.

In order for learning to take place, the student must understand the nature of those highly individualized influences which surround the subject matter and give it personal meaning. He or she must develop ways to cope with or overcome those needs which impede learning, while fulfilling those needs which promote success.

A Systematic Approach to Group Problem Solving

Step 1: Define the problem (or conflict).

a. Listen to the students.
b. List the problem statements on the chalkboard. Redefine the problem until it is specific. (Criterion--could someone imitate the problem by reading the description?)
c. Keep up the process of refinement until everyone in the class is satisfied with the definition. (You may need to list more than one problem, but work on only one specific problem at a time.)

Step 2: Brainstorm possible solutions or courses of action to solve the problem.

a. Accept and list all solutions on the chalkboard. A good statement is, "Let's see how many ideas we can come up with!"
b. DO NOT evaluate any proposed solutions or courses of action offered. Encourage wild or unique solutions.
c. Motivate students to offer additional solutions by asking "What are some unusual ways no one has thought of yet?"

Step 3: Rank solutions from most to least desirable.

Have the groups vote on each solution. Criteria for desirable solutions include:

a. Does it actually solve the problem?
b. Can it be implemented with existing resources?
c. Is it time and cost-efficient?

Step 4: Synthesize the top three solutions (then combine the top three solutions into one solution.)

Step 5: Implementation Plan.

a. What resources are needed?
b. Who will be responsible for implementing the plan or solution?
c. When will it be implemented (target date, be specific)?

d. Where will it be implemented?
e. Why will it be implemented?

Step 6. Evaluation. (How will you obtain feedback and evaluate the success of the plan?)

a. What will be considered success?
b. How will we measure success?
c. Is there a disappearance of conflict? Or stress?
d. Are we happy with what we have done?
e. How can we be more effective or efficient in the future?

Step 7: Feedback

Give feedback to all persons involved. If the plan was successful, compliment everyone. If the plan was not successful, begin again with Steps 1-6.

Can Basic Skills Instruction be Integrated with the Student's Higher-Level Needs? The answer to this question is a resounding YES! In fact, if the two are not integrated, your students will more than likely join the vast number of ABE dropouts. The realities of Adult Basic Education may be summarized in three words: Affordability, Accessibility, and Relevance. An adult cannot participate in the basic education class unless it is affordable and offered at a time and place which is accessible. More importantly, this student will not continue a class until the outcomes have some immediate personal relevance.

The factors of affordability and accessibility translate into classes offered in less than ideal locations, at less than ideal hours, taught by part-time instructors who may or may not have an educational or experiential background which prepares them to teach adults. Yet, most programs do succeed and many produce dramatic and inspiring results. It is clear that the instructor, or more specifically the instructor's teaching style, is a KEY to success. Another KEY is motivation. In most instances, the environmental factors are poor and the student's track record is poor, but the student IS MOTIVATED. If

you, the instructor, can harness that motivation and give immediate relevance to the material presented, the student can and will succeed.

This chapter has identified and briefly discussed several significant variables, or KEYS to success in teaching the ABE student. These are:

The Relationship Between Teacher and Student

The Student-Centered Instructional Model

Student Needs as Motivators for Learning

The Instructor's Teaching Style

Each of these topics, along with specific strategies, resources, and techniques, is presented in more detail in the chapters which follow.

CHAPTER TWO

Models for Teaching the Total Adult Student

"And gladly wolde he lerne and gladly teche."

Chaucer's Clerk, General Prologue,

The Canterbury Tales

Oftentimes, we teach as we were taught, and many of us were taught with highly structured, teacher-directed methods. In the teacher-directed method, the teacher makes all the decisions regarding what to teach, when to teach, and how to teach. The teacher is a transmitter of knowledge and the student is the receiver. The teacher takes the active role while the student is passive. The teacher is the expert--the authority--who is involved in the education of the student's mind and to a small extent, the body, but not the emotional self. A significant part of the "total" student is left out of the process. In the following section, the models for teaching the total adult student include Rogers' position on teaching the "whole" person from a person-centered perspective. Rogers' theory is the underpinning for the Non-Directive Model as described by Weil, Joyce and Kluwin (1978). The emphasis of this approach is on building "the capacity for personal development in terms of self-awareness, understanding, autonomy and self-concept" (p. 7). Knowles (1975) develops these same concepts into a model called "Self-Directed Learning." Each of these models lends itself to "andragogy" (as discussed in Chapter 1); motivating the adult (Chapter 3); and recognizing individual differences (Chapter 4).

Person-Centered Learning: Can Learning Encompass Both Ideas and Feelings?

Carl Rogers is the author of numerous books in the field of humanistic psychology in which he has been a central figure for more than three decades. His latest book, A Way of Being (1980), is a presentation of Rogers' life and thought through those years. As a humanistic psychologist, he has developed a person-centered approach to life. On the topic of education, he describes an "education more fit for humans" (p. 293). For years, he thought about the traditional educational setting where the emphasis on education was strictly cognitive. Rogers said, "the mind can come to school, and the body is permitted, peripherally, to tag along, but the feelings and emotions can live freely and expressively only outside of school" (p. 263).

Rogers' concept of permitting the whole child to attend school is not limited to the young student. His theme, "the value of combining experiential with cognitive learning" (p. 293), may be even more applicable to the adult learner. Certainly, the mature adult brings a wealth of experience, a depth of feeling, and a world of ideas to the learning situation. To permit the expression of feelings and ideas says to the learner, "I value you...you, your ideas, your life experiences, all are important to me (as a teacher) and you (as a learner)." We are not interested in "education from the neck up" (p. 267) but in the "whole person." Rogers goes on to say that to deal only with the mind and the cognitive levels without "feeling" is irresponsible. He views educational institutions as doomed; as "stifling hallowed walls"

p. 269). He talks about "freedom to learn," a topic on which he has written an entire book.

Rogers bases his ideas about learning on several basic attitudes which are not only conditions for effective psychotherapy, but also conditions for learning. These essential attitudes are: realness or genuineness; prizing, acceptance, and trust; and empathic understanding. One final condition for learning is that the students must perceive that these attitudes exist in the teacher. The teacher may try to emit realness, empathy, and acceptance, but these attitudes must be sincere--otherwise, the student will see right through the pretense and label the teacher as "phony." Even when the teacher is truly genuine, caring, prizing, and empathic, students may disbelieve it, for their experience tells them that most teachers are not that way. Although Rogers' ideas are controversial and may cause a turbulence within the regular public school setting, they are most appropriate for ABE settings. This means that the teacher relinquishes authority and power over the student and instead, centers on the total person in a manner that facilitates the learning process.

A Personal Model of Teaching: What is Non-directive Teaching?

The Non-directive Model of teaching is based on the work of Carl Rogers and focuses on the personal growth of students. Although this model is appropriate for cognitive learning, it emphasizes learning more than just facts; it deals with the cognitive and the affective domain. In this model, the teacher is a facilitator who has a personal relationship with students and values the unique development of individual students.

Weil, Joyce and Kluwin describe this model in their book, Personal Models of Teaching (1978). The goals of Non-directive Teaching are:

1. To assist students to look at their inner selves for a more realistic self-appraisal.
2. To create a stimulating learning environment.
3. To allow students to assume responsibility for the direction of their own learning.
4. To facilitate individual learning styles.
5. To help students understand their own needs and values.

The assumptions about Non-directive Teaching are similar to Rogers' concepts about non-directive counseling. In this model, the students take the responsibility for the process of learning, from the identification of what they want to learn through the decision-making process and the formulation of solutions about how they will best learn. The teacher uses a non-directive interview strategy to reflect the students' thoughts and feelings. The teacher is accepting of both positive and negative feelings and develops an empathic relationship. By using these strategies, the teacher clarifies personal ideas, feelings and concerns and relates them to classroom learning (pp. 110-111). The previously mentioned attitudes that are essential conditions for learning are also essential to the non-directive interview process.

In the non-directive interview, the teacher guides the student through three stages: "(1) a release of feelings, (2) insight followed by action, and (3) integration that leads to a new orientation" (p. 112). The non-directive interview strategy may be used for personal, social, and academic problems. Operationally, the model may lead to the development of an academic contract.

Weil, Joyce and Kluwin summarize the non-directive model as follows (p. 117).

Syntax

Phase One: Helping situation is defined
Teacher encourages free expression of feeling.

Phase Two: Exploration of the problem
Student is encouraged to define problem.
Teacher accepts and clarifies feeling.

Phase Three: Developing insights
Student discusses problem.
Teacher supports student.

Phase Four: Planning and decision-making
Student plans initial decision-making.
Teacher clarifies possible decisions.

Phase Five: Integration
Student gains further insight and makes more positive decisions.
Teacher is supportive.

Principles of Reaction

Teacher reaches out to student, emphathizes with student, reacts to help student define problem and take action to achieve a solution.

Social System

Little external structure. Teacher facilitates; student initiates problem-centered discussion. Rewards, in the usual sense of approval of specific behavior, and particularly punishment, do not apply in this strategy. The rewards are intrinsic and include acceptance, empathy, and understanding from the teacher.

Support System

Teacher needs quiet, private place for one-to-one contacts, resource center for conferences on academic contracts.

Self-Directed Learning: What Role Can the ABE Student Play in the Learning Process?

As discussed in Chapter 1, Knowles defines two approaches to education: pedagogy, the art and science of teaching children; and andragogy, the art and science of helping adults or maturing human beings learn. Actually, either approach can be used with children or adults, and Knowles believes that in order to effectively teach adults, the attitude of the learner is critical. In self-directed learning, the student "takes initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" (Knowles, 1975, p. 18).

The teacher becomes a facilitator of learning and works in a mutually agreeable manner with the student. The teacher also becomes an authentic person, joining the student in the learning process as a guide and as a resource for content information. This role involves changing from the traditional "content transmitter" to a "facilitator of learning."

According to Knowles (1975), there are seven elements of an andragogical process design:

1. Climate setting.
2. Planning.
3. Diagnosing needs for learning.
4. Setting goals.
5. Designing a learning plan.
6. Engaging in learning activities.

7. Evaluating learning outcomes.

(pp. 34-37)

Like the Non-directive Model, Knowles self-directed learning lends itself to a mutually agreed upon academic contract. Knowles has written a book called, Self-Directed Learning: A Guide for Learners and Teachers (1975). This small book is highly recommended as essential reading for every ABE instructor.

An Integrated Model: What is the Best Way to Teach ABE Students?

The similarities between each of the models are obvious. Each is based on a humanistic, person-centered, self-directed approach. In the process of teaching ABE students, we are initiating a process for change. As we learn, we grow and growth produces change. It is our hope that the change will be in a positive direction.

It is a repeated theme throughout this monograph that the typical ABE student has experienced failure in the traditional educational system, and it is the ABE instructors' role to effect a change in attitude and produce some motivational keys that will unlock doors to successful learning experiences.

Change can be effected through the traditional, authoritarian teacher-directed approach. According to the literature cited throughout this monograph, it is more effective for the teacher to model appropriate behaviors in a successful learning process in order that the students may change through imitation. The most effective way to effect change, however, is in the integration of the concepts presented in this chapter. That is, involving the student in the process of learning--from the moment of defining what needs to be learned through the decision-making process and the solution of how to best learn--will

create a situation of self-directed learning where the student internalizes the process from the beginning. This gives the student ownership and responsibility for his or her own learning.

As an ABE instructor, you may have developed your own model for teaching that works for you. The purpose of this chapter is to renew your sensitivity to the importance of teaching the "total person."

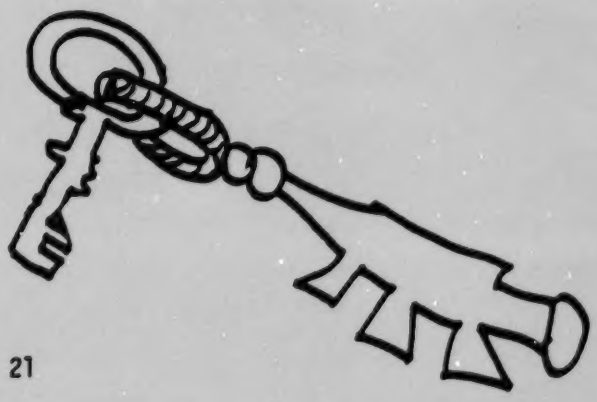
CHAPTER THREE

Keys to Motivation

Talking about motivation
is like nailing jello to a tree.
What works in one situation
may not always work for me.
That's why we have to keep
on trying
To be open to all that
we see
That may be an aid to
improving learning
For, MOTIVATION IS THE
KEY.

The purpose of this chapter is to try to define motivation, consider what motivates us, and where the key to motivation lies. Wofford (Note 2) sets the tone for this chapter as we consider how to motivate adult students.

No longer can disadvantaged adults be thought of as a somewhat homogenous group sandwiched between adolescents and senior citizens with rather uniform but generalized motives. Instead, their inner drives and impulses must be analyzed as a sequence of motives and stresses which gradually but radically change as they mature and move through their life cycle (p. 5).



What is Motivation?

Motivation resists precise definition--simplistically, it deals with why human behavior occurs (Wlodkowski, 1978, p. 12). Hamachek (1979, p. 255) defines motivation as the "go" of personality. He goes on to say:

> Although motivation cannot be seen directly, it can be inferred from the behavior which we ordinarily refer to as 'ability.' While our observations of another person's ability (or lack of it) denote what an individual can do or is able to do, 'motivation' (or lack of it) tends to summarize our observations as to what a person wants to do. (p. 256)

Maslow, as discussed in Chapter 1, would say that people are motivated from a need for self-actualization. In Chapter 2, we noted that Rogers talks about the person-centered individual becoming more fully functional, and other psychologists generally agree that we are all motivated to "be somebody!" (Hamachek, p. 257). Smith (1975, p. 342) discusses motivation as responses which lead to a goal. These responses are reactions to arousal toward goal attainment. In other words, the ABE student may be motivated to learn because he or she may have a goal in mind--be it to read the Bible or to read job specifications in order to improve social and economic status; nevertheless, motivation to learn is evident.

What Motives Trigger Motivation?

Motives cause us to act and get us started, give us direction, and help us select appropriate behaviors to achieve our goals (Hamachek, p. 256). Consider what motivates you to learn or achieve and how that might be similar or dissimilar to the ABE students' motivation. Ball (1977) discusses the following motives:

1. Curiosity. How do you react to new elements in your environment? To what degree do you exhibit

a need to know more about yourself and everything around you? Do you seek new experiences? Do you examine and explore new knowledge? To what extent are ABE students curious about the subject matter? How can you capture that curiosity and turn it into a positive learning experience?

2. Anxiety. A certain amount of anxiety may facilitate performance, but too much anxiety blocks learning or recall of information. Too little anxiety may disrupt the learning performance. A moderate level of anxiety facilitates consistent performance. What is your level of anxiety? How does it compare to the level of anxiety and stress your ABE students bring to the classroom? How can you attend to their anxieties, which block learning, and regulate the level of stress in the learning environment?

3. Positive or Negative Attitudes. What is your attitude toward achievement or success? Do you view your educational experience positively or negatively? Do you have a positive self-concept? How does your attitude compare to that of your ABE students? Although they may have a history of repeated failure, how can you build their self-concept in your classroom and build in "little successes" and positive experiences that lead to big successes for them?

4. Social Recognition. To what extent are you motivated by your need for receiving positive reinforcement from the instructor, friends, or family? How important are social contact, power (that comes from knowledge), achievement (that comes from succeeding), and acquisition (that comes from reaching one's goals) to you? Is it any different with your ABE student? Smith (1975) says that "Illiterate adults usually have strong feelings for their family," (p. 342) and they need lots of moral support from the family to motivate them to seek formal education. What does this mean to you? Does it point to your need to be involved with the "total" student, not only in the classroom, but also in reaching out into the home and to the family?

5. Achievement. What is your need for achievement? What is your pattern of planning, your pattern of action, and your pattern of feeling with regard to striving to achieve some internalized standard of excellence? What is your attitude toward achievement? How does this differ from the achievement motivation of your ABE students? Their very existence exemplifies a lack of

positive educational achievement experiences. How do you build on their strengths, their experiences, their dreams in order for them to feel the success of having achieved?

6. Needs. Have you met your lower-level needs of food, shelter, and freedom from excessive fear and security? Do you strive to satisfy the higher-order needs of belongingness and love, esteem, self-actualization, and aesthetic needs (as discussed in Chapter 1)? What about your ABE students? Can they be motivated toward aesthetic needs when the basic needs are not being met? Can you help them to become more self-actualized?

Hamachek (1979) discussed some other factors which motivate us.

1. Moving Toward Something or Away From It. Students who experience successes in learning situations tend to be motivated toward academic pursuits and related activities more than students who constantly experience failure. ABE students fall into the second category. Therefore, a key would be to provide success experiences and build on them. Chances are that ABE students have historically experienced more failure than success. The motivation to move away from disadvantaged circumstances may be a strong motivation to move toward the ABE program in order to improve their position in life. Whatever their motivation for being there, you must meet their needs as defined by them to keep them there.

2. Praise and Criticism. Everyone likes to be praised and most people respond positively to praise. It is a powerful motivator. On the other hand, some people respond best when criticized. In the following chapter, the relationship of personality types to learning is discussed. The extraverted personality types prefer to deal with the outer world of people and events and seek approval from others. The extraverted personality types may respond well to criticism which would motivate them to work harder to win approval again. Introverts who deal with an inner world of ideas and feelings may be shattered by criticism and "brought out" by praise. Sensitivity to how a person responds is a key for the effective adult educator. Find something to praise, and couch criticism in constructive terms. Do not hand out praise indiscriminately, however, or it loses meaning. There is a distinction between sincere, constructive criticism and condescending

or "put down" behavior. Even assisting to the point of over-assisting can "feel" like condescension. It is important to take careful note of the effects of praise and criticism on individual students. Your nonverbal behavior (a smile or a frown) speaks as loudly as words. Remember that praise is always best and that being ignored is less motivating than either praise or criticism.

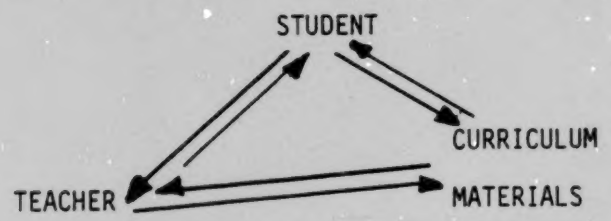
3. Success and Failure. Some people are motivated by a fear of failure. For example, the ABE student has experienced failure in prior educational pursuits and he or she has risked trying again. The fear of failing again and the impact that would have on one's feeling of worth--of self, and as seen by others--can be a motive to work hard, study, and learn in order to reach a goal. People who have experienced excessive failure tend to set unrealistic goals--sometimes unrealistically high (so they can say they knew they couldn't reach them). Or, they may set goals so low that to reach them is meaningless. The need to succeed is a strong motivator and the key for the ABE instructor is to (1) understand that some people have a success orientation and others have a failure orientation; (2) build on successes and offer a variety of ways to achieve success; (3) recognize failure-oriented students as those having low self-esteem and provide praise and positive feedback over an ample period of time to influence a change in orientation; and (4) understand the adults' time perspective. That is, they usually come to the learning situation because they are experiencing an inadequacy in coping with a life problem; they want to apply what they learn immediately. They have a strong need, maybe even an urgency, to experience immediate success because of their problem-centered orientation to learning and their history of failure (Knowles, 1981, pp. 57-58.)

4. Competition and Cooperation. People do not normally exist in a vacuum but rather, with groups of other people. And, they live in a competitive world. Some people thrive on competition, while others find it anxiety producing. Cooperative learning tends to increase communication and works particularly well for the student who is extraverted. Both competitive and cooperative situations are enjoyed by the student who is also motivated

by social recognition. Many older adult learners enjoy the association with others for a mutual or common benefit. The key is to provide the right blend of group experiences so that adults can cooperate in the learning process while competing only with themselves. In a group of people with varied levels of ability, it would be devastating to unrealistically compete with someone else and fail. Rather, it is more important for the learner to know his or her own strengths and weaknesses and to realize that everyone has different strengths and weaknesses. Therefore, one should compete with oneself in order to build on one's own strengths. Competition can be highly motivating or destructive, and the instructor should be cautious in its use.

Where do the KEYS to Motivation Lie?

Although learning occurs informally everyday, the formal learning situation usually involves the interaction of three forces:



In a typical classroom setting, the teacher acts, presents the curriculum, and expects the student to react or respond. In teaching adults, it is critical that the student play an active role in "interacting" with the teacher. The same two-way interaction should exist between the teacher, the student, and the curriculum materials. This process of interactions is necessary for an effective learning situation. In this process, the focus is on the learner (as discussed in Chapter 2). In the remainder of this section, we will consider several possibilities regarding where the keys to motivation lie: (1) Inside the student; (2) In the student's interest in the subject matter;

(3) In the nature of the materials; (4) In the methods utilized to teach; and/or (5) In the teacher as a person.

1. Inside the Student. There is little doubt that the best possible motivation comes from inside the ABE student. The decision to return to school may be to improve basic skills for a variety of personal or job-related reasons. The key is for the instructor to understand the specific needs of each adult, to understand why each has decided to return to a formal learning setting at this time, and to begin from the first moment to meet those needs.

   A direct relationship exists between one's self-concept and one's attitude toward learning. The success-oriented and failure-oriented personalities were discussed earlier in this chapter. Again, the key is for the instructor to help the student build a positive "academic" self-concept. Successful learning can be guaranteed by setting positive and realistic expectations from the beginning. The student should be encouraged along the way and praised at the completion of the smallest task. Learning is a courageous act, and students are taking a risk by getting involved in the process. Their efforts can be acknowledged by simply saying, "I like the way you try," and the students may come to believe not only that the result of having learned something is positive, but also that the process of learning is fun. When the ABE student enjoys learning and views it as a positive experience, then the lock to learning has been

opened by the biggest of all keys to motivation--the key "inside the student."

2. In the student's interest in the subject matter. As Knowles said "Unlike children, adults do not want to know answers to questions they have not asked." Subject matter must be relevant to real life experiences of adults; if the subject has meaning to them, they are inherently more motivated to learn it. In mathematics, the problems should relate to real life situations, as should the reading material. Providing functional life skills is, after all, the purpose of ABE. Therefore, an essential key to motivation is to provide subject matter that is dictated by the student's interest, at the student's level, as defined by each student.

3. In the nature of the materials. Historically, instructors select the textbook for a class. Even the very best book may not be good enough because of the individual differences and different needs of each student--particularly in adult basic education. The next chapter deals with the importance of understanding individual differences as they relate to learning and teaching styles. Certainly, different people also prefer different materials in terms of level, attractiveness, and content. For the ABE learners, it is essential to search for varied motivational materials on their topic of interest. The materials may be on basic skills and have a low readability level, but they must have an appropriate adult interest level. Also, the older adult may require larger print. The amount of materials should be ample to

provide increased opportunities for achievement. The following questions may serve as criteria to judge curriculum materials:

a. Is the subject matter presented at the appropriate interest level for the adult population you are teaching?

b. How difficult is it cognitively or conceptually?

c. What is the readability level?

d. Are the materials attractively presented?

If a student is really interested in a topic, the motivational properties of the material are not as important. However, most all of us prefer materials high in motivational qualities.

4. In the methods utilized to teach. A variety of instructional methods should be utilized to teach the adult. Not everyone is an auditory learner, and even those who do learn by sound (listening) may become bored by the typical lecture format. The enthusiastic instructor, however, may be successful in motivating students through lecture, particularly if he/she uses the more slowly delivered lecture style. Supplementing the lecture with visuals (e.g., graphs, pictures, models, slides, transparencies) makes the lecture even more motivating. Also, involving the students through discussion enhances the lecture method. Other methods include audio-visual instruction (television, video tapes, slide-tape presentations), utilizing guest speakers, forming panels for discussion, and going on field trips. Some adult learners

perform better in smaller groups where they can engage in buzz groups, brainstorming, problem solving, and role playing methods of learning. Still other adult learners prefer individualized instruction which is very personalized, humanistic, flexible, and meaningful to each student. Programmed instruction works particularly well within the intrinsically motivated learner. Teaching machines and computer-assisted instruction are both highly motivational and provide instant feedback and reinforcement. All of the individualized methods are self-paced. However, caution should be used in utilizing these methods with poor readers or in utilizing them other than as a supplement to "personal" instruction. Nothing really replaces a live, caring teacher.

One other individualized method that is popular in adult education is the diagnostic-prescriptive approach. The student's needs are determined in an initial interview which is followed by an assessment of the student's ability. The instructor makes an interpretation, a diagnosis of the student's strengths and weaknesses, and writes a prescription which is a guide for the learning process. This method is a cycle and allows for flexibility for both the teacher and student and meets the individual needs of the student (Muir & Wischropp, Note 3).

Appropriate methods should be selected with the following points in mind:

a. The subject matter

b. The size of your class

c. Availability of space

d. Student experiences

e. Student limitations (intellectual, physical, etc.)

f. Student interests and goals

g. Economic factors

(Wisconsin State Board of Vocational, Technical, and Adult Education, 1978, p. 18)

5. In the teacher as a person. A highly motivated student will learn regardless of whether or not the curriculum materials or the teacher are particularly motivating. In adult basic education, however, even the most motivated student needs all the help he or she can get and the materials, methods, subject matter, and teacher are all keys to motivation. A highly motivated teacher can make THE difference in the success or failure of the ABE students.

The effective teacher must be a warm, caring individual who functions as a friend and counselor as well as an instructor. Fully cognizant of the individual student's needs, the instructor builds on the student's strengths, respects the student's way of life, and constantly works on raising the student's self-concept. The instructor is a genuine person who visits with students, calls them Mrs., Miss, Ms., or Mr., is "down to earth" in dress and conversation, and spends time

before and after class in private conversations (providing lots of individual attention).

The successful ABE teacher is a highly skilled person, not only in the knowledge of relevant subject matter, but also in the ability to relate to the student. Effective communication as an instructor and as a helper is important. According to Egan (1982, chapter 3) some basic helper skills are:

a. Attending (How do you use your body to communicate with your students?) Remember the acronym SOLER.

   S - face the other person SQUARELY

   O - adopt an OPEN position

   L - LEAN toward the other

   E - Keep good EYE contact

   R - Be RELAXED

b. Non-verbal messages (How do you sound and what is your body saying?)

   Sometimes, how we say something speaks louder than what we say. Do you pay attention to your voice in terms of loudness, pitch, pacing of words, stumbling over words, grunts, or sighs? Are you aware of your body language? Are you usually "open" in your posture or "closed" (i.e., arms crossed)? What about the facial expression, fidgeting, tapping a pencil or foot, rigidity (looking too proper or judgemental) eye contact, space between you and others, being too relaxed (uninterested), or having a

strong expression (hello, are you in there)? It is most important that your non-verbal language communicates what you want it to while you are being "naturally you"--a genuine person.

c. Reflective listening (Do you let the person know that he or she has been heard?) Sometimes it is appropriate to reflect or clarify what a person said to see if you understood and to let him or her know that you are listening.

d. Accurate empathy (Do you communicate an accurate understanding of the feelings, experiences, and behaviors of the student from the student's frame of reference?) One of the really important keys to effective teaching is relating with the students from their perspective.

If you accomplish these four skills, the students will feel accepted and will respond better in the learning process.

One other important concept, which is one of the biggest problems in communication, is "perception." It's not what we <u>say</u> or <u>do</u>--it's how it is perceived. Constantly check your perception with the student's perception to see if you are communicating.

The teacher as a person can make a difference by the expectations that are set. Setting positive expectations which lead to successful experiences in a learning climate that

enhances the opportunity to success is important, beginning with the very first class meeting. For the first meeting, be early, be friendly, arrange the room for sociability (perhaps chairs in a circle), use name tags and a get-acquainted activity. Explain your role as facilitator, their role as self-directed learners, and set the tone for learning in a warm, accepting, positive, supportive climate. The teacher as a person has the responsibility to unlock the doors of motivation from the first class meeting throughout the learning process. Morrison (1975) said it well:

> By way of summary and generalization, the ABE teacher should remember that the deprived learner has a history of repeated failure; therefore he needs to experience success frequently. He is a victim of fear; therefore he needs confidence. He has been rejected by society; therefore he needs acceptance. He is ill at ease with the abstract; therefore he needs to start with the concrete. He is suspicious of those who would assist him; therefore he needs someone who is sincerely interested in him. He, as a result of society's treatment of him, feels worthless; therefore, he needs to be accepted as a human being. He feels insecure in working with academic problems; therefore his instruction should be built around his own past experiences. His home life is likely to be unpleasant; therefore some attention should be given to developing units on family relationships. He is likely to be lacking in the social graces; therefore these should be an integral part of the ABE curriculum. He is likely to be non-verbal when not talking with his peers or group; therefore the linguistics in the classroom should be relatively simple. He is likely to be chagrined because of his low academic status; therefore the materials should be suited to adult interests and needs. Finally, he needs the best in instruction, in materials, in facilities, in understanding, and everything that goes to make up a wholesome climate conducive to learning. (pp. 17-18)

CHAPTER FOUR

Teaching/Learning Styles: Individualizing Instruction

For as we have many members in one body,
and all members have not the same office:
So we, being many, are one body. . .
and every one members one of another.

Having then gifts differing. . .
whether prophecy, let us prophesy. . .
Or ministry, let us wait on our ministering:
or he that teacheth, on teaching:
Or he that exhorteth, on exhortation. . . .

Rom. 12:4-8

What is Jung's Theory of Psychological Type?

Understanding psychological type can be useful in planning instruction for adult learners. It is important to remember as you explore psychological type preferences and learning styles that no one is completely consistent, and a psychological type preference is not concrete. All of us, for instance, are extraverted in some situations and introverted in other situations.

A preference can be thought of as our preferred way to do something. For example, write your name on a piece of paper. Which hand did you use? Now write you name using the other hand. Most people have a preference for which hand they prefer writing with, but if necessary, they can write with the other hand. You may find it more difficult to write with the unaccustomed hand, however. The same is true in other areas of our lives. We have established patterns, habits, or traits that have become incorporated into our personalities. These traits tend to be consistent enough to be identified as a psychological type preference.

Carl Jung, the Swiss psychologist, developed a theory of personality that is based on normal traits and is comprehensive of more than a few traits. His theory, briefly, is that much apparently random variation in human behavior is actually quite orderly and consistent, due to certain basic differences in the way people prefer to use perception and judgement. Perception is the process of becoming aware of things, people, occurrences, or ideas. Judgement is the process of coming to conclusions about what has been perceived. If people differ systematically in what they perceive and the conclusions they make, their reactions, interests, values, needs, motivations, what they do best, and what they like best to do will be different (Myers, 1962, p.1).

Isabel Briggs Myers developed an instrument to assess the individual's four basic preferences which, according to Jung, structure the individual's personality. The index refers to a continuum.

Index	Preference as between	Affects individual's choice as to
EI	Extraversion or Introversion	Whether to direct perception and judgement upon environment or world of ideas
SN	Sensing or Intuition	Which of these two kinds of perception to rely on
TF	Thinking or Feeling	Which of these two kinds of judgement to rely on
JP	Judgement or Perception	Whether to use judging or perceptive attitude for dealing with environment

(From The Myers-Briggs Type Indicator, I. Myers, 1962)

The extravert is oriented primarily to the outer world, and thus tends to focus his/her perception and judgement upon people and things. The introvert is oriented primarily to the inner world, and thus tends to focus his/her perception and judgement upon concepts and ideas (Myers, 1962, p. 1).

The SN index is designed to reflect the person's preference as between two opposite ways of perceiving. Does the person rely primarily on the process of sensing where awareness of things comes directly through one of the five senses? Or is reliance primarily on the less obvious process of intuition, which is understood as indirect perception by way of the unconscious, with the emphasis on ideas or association which the unconscious tacks on to the outside things perceived (Myers, 1962, p. 2).

The TF index is designed to reflect the person's preference between two opposite ways of judging. Does the person rely primarily upon thinking which discriminates impersonally between true and false, or primarily upon feeling, which discriminates between valued and not valued (Myers, 1962, p. 2).

The JP index is designed to reflect whether the person relies primarily on a judging process (T or F) or on a perceptive process (S or N) in his dealing with the outer world, that is, in the extraverted part of his/her life (Myers, 1962, p. 2).

The sixteen possible combinations of these four preferences make up a psychological type.

How Does Psychological Type Influence Learning and Teaching Styles?

The Adult Basic Education students will bring to the learning task not only their life experiences, but also their preferences for ways of learning or processing information. The ABE student may be highly motivated, but still find the educational experience difficult to sustain. Understanding type theory is another way to guide instructors in designing instructional situations that maximize the learning style preferences of their students.

Lawrence (1982, pp.38-39) suggests that motivation can be examined using the four dimensions of type:

1. The extraversion-introversion preference shows the broad areas of students' natural interests. Extraverted people are, by nature, continuously alert to events outside themselves, turning outward to pick up cues, ideas, expectations, values and interests. This inclination to scan the environment gives them a variety of interests. In contrast, introverted people naturally look inward for resources and cues, and pursue fewer interests more deeply. Attending more often to the inner storehouse of perceptions and judgement, introverts take a reflective approach to life, while extraverts take an active, trial-and-error approach. Of course, extraverts often do look inward and introverts often do turn outward. All four pairs of preferences described in this section refer to habitual, but not constant tendencies.

2. The sensing-intuition preference reveals basic learning style differences. Sensing students attend most often to the literal meaning they find in concrete experiences. They learn best by moving step-by-step through a new experience, with their senses as engaged as possible. Intuitive students' attention is drawn most often to things that stimulate imagination, to possibilities not found in sensory experience.

Their minds work by skips and jumps, looking for patterns wherever the inspiration takes them.

3. The thinking-feeling dimension shows patterns of commitments and values of a student. The thinking student commits to activities that respond to logical analysis, where illogical human factors don't interfere. The feeling student commits to personal relationships, to a teacher or peers, and avoids situations where personal harmony can't be maintained.

4. The judging-perceiving dimension shows work habits. Students with a judging attitude are drawn toward closure, wanting a clear work plan to follow. Disliking unsettled situations, they may sometimes lock into a course of action without looking at enough of the relevant data. Students with a perceiving attitude resist closure, wanting to keep all channels open for new data. Disliking fixed plans, they may sometimes postpone decisions, leaving much to be done in a rush as a deadline closes in on them.

Most adult basic education students have been school drop-outs due to many factors. Myers (1962) conducted a large study of 500 people who did not finish 8th grade, and found that 99% of these drop-outs were sensing types. Many reasons have been suggested for this finding. One reason is that the schools stressed intuitive type learning more than sensing type learning. Sensing type learners may not have been successful as students and therefore, they sought some area outside of school for experiences of success. Other studies have shown that the population in this country is estimated to fall into these categories:

Extraversion - 70%, Introversion - 30%

Sensing - 70%, Intuition - 30%

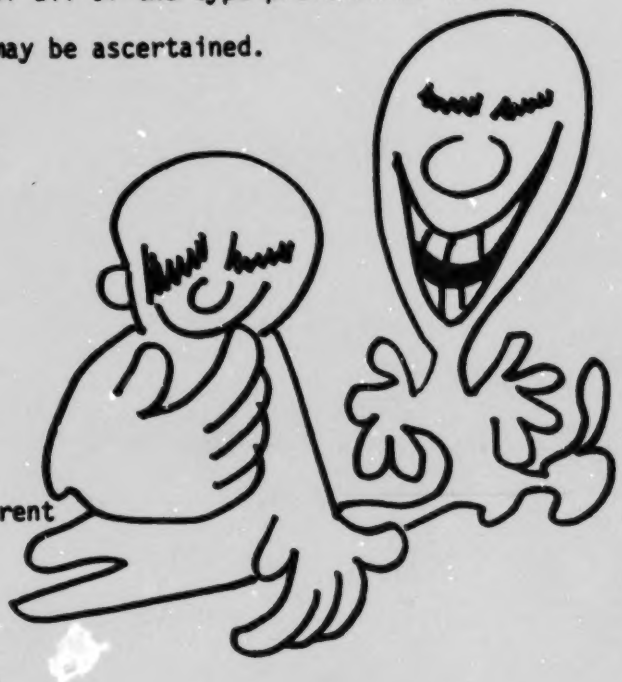
Thinking (female) - 40%, Feeling (female) - 60%

Thinking (male) - 60%, Feeling (male) - 40%

Judging - 50%, Perceiving - 50%

Given these general population findings and the evidence of drop-outs who prefer sensing, there is a good chance that your ABE student may be a sensing type learner. Sensing and intuition seem to be

the components of type that most affect a person's learning style. However, it is in the combination of all of the type preferences that a more comprehensive learning style may be ascertained.



As a teacher, you can plan instruction which allows for the various types of learners to have an opportunity to process information in ways that are easier for them to learn. In a group, it is important to provide opportunities that allow for different approaches. If you are working with individual students on a one-to-one basis, your observation of the student can often guide you as to what type of process seems to work best for each student. Then, work can be designed that incorporates these processes.

In planning instruction, the extraverted student will need personal interaction, a chance to talk and discuss the new information. Extraverted people think aloud. Activities which require a person to work alone for long periods of time will be difficult for the extravert to sustain. On the other hand, some activities which require working alone may be needed in order for the extravert to increase his/her ability to work alone. The student who prefers introversion will need some quiet time alone to think and process information. These students will be slower to discuss ideas until they have had time to reflect on them. Introverts need to understand the assignment before attempting

it. They may hesitate to ask questions, and the instructor may have to question them to be sure the assignment is understood.

Students who prefer sensing are practical, concrete learners. These students like to use the senses to learn. Audio-visuals and hands-on assignments make learning easier for these types of learners. These learners also need to see some practical use for learning the information. They may respond better to material that is non-fictional and factual. They sometimes find imaginative material difficult to relate to. These students are linear learners. A step-by-step approach is good. Programmed materials often appeal to these students.

Students who prefer intuition are more concerned with finding meaning in what they do and are not as practical as the sensing type. Intuitive students are more global learners. They like to see the whole concept before learning the steps that lead up to the concept. They can think in the abstract with more ease than the sensing learner and enjoy looking for new ways to do things. They will be bored with repetitious drill and will need more creative ways to process information.

Students who prefer thinking like to decide things logically. These students need to understand the logic in the assignment, and then they tend to persevere with the work even if they do not enjoy the subject matter. Students who prefer feeling are motivated by praise. A counseling approach is very effective with these students. These students may find it hard to focus on work that does not interest them. Their feelings about the subject matter may interfere with their ability to concentrate on the material. The thinking type students are not likely to let their feelings interfere with the work that must be done.

The students who prefer judgement like to work in a structured environment. These students prefer assignments that are well organized with a schedule for completion. The students who prefer perception like flexibility. These students enjoy following their curiosity wherever it leads them. A schedule that is too rigid would feel very uncomfortable to these students, and they will have difficulty conforming to such a schedule.

As the ABE teacher, you may feel some frustration in trying to meet the many learning style needs of your students. An instructional program that accommodates all of the characteristics of every type would need to use a variety of instructional modes to be effective. Perhaps that seems too much to ask of a teacher. It is important to remember, however, that the more traditional approach, which usually better accommodates the needs of introverted intuitive students, probably was not successful with most ABE students. In order for these students to be successful in their learning experience with you, a more individualized approach may be necessary.

Another factor to consider is your own psychological type. Teachers tend to organize and present material in ways that fit their own learning style. What works for us, we tend to believe, will work for everyone. Understanding the differences in psychological types helps teachers recognize the need for a variety of approaches to learning.

How Does Psychological Type Apply to Reading Instruction?

Understanding the various components of psychological type gives the instructor an insight into teaching strategies that will be most effective with individual students. Because a number of researchers

have found that certain psychological types tend to perform better in reading than other types, a student's learning style is a good clue to strengths and weaknesses that the student may be experiencing in reading.

Students who prefer extraversion, for example, are probably more comfortable learning through discussion and interaction with people and the environment. The extraverted students may not be willing to sit quietly with a book and process information only in their minds. They are less likely than introverts to enjoy time spent alone with a book and will seek more extraverted activities.

The extraverted students will learn best through instruction that is group oriented and that involves discussion. For instance, in teaching word attack stills, the extraverted student will probably prefer an oral approach with plenty of interaction, rather than a tape and workbook, which require a person to sit quietly and process the new information internally. The extravert seems to think better out loud. However, the students who prefer extraversion may need encouragement to read alone in order to strengthen their capacity for this abstract, introspective task. They may have been avoiding this type of activity, and more experience will improve their reading ability.

Students who prefer introversion will be more comfortable with the quiet task of reading alone. These students will feel less comfortable in a discussion and are likely to prefer working alone at least part of the time. The instructor will have to win the trust of the introvert before communication will be easy for them. The instructor should be cautious, however, in assuming that the introvert understands the task and is actually learning what is intended, because the introverted

student may hesitate to ask questions. Introverts do tend to enjoy reading more than extraverts. Reading is an internal process that takes place in the mind. The introvert is comfortable in that type of activity.

Sensing and intuition are preferences that also affect the reading process and strategies for teaching. The students who prefer sensing may have difficulty with the abstract task of reading. Reading is an abstract task which requires the use of symbols to express ideas. The students who prefer sensing will prefer a more concrete, hands-on type of activity. In order to teach reading to these practical types, it is important that you help these students view reading as something useful for them. The type of material that will more likely appeal to a sensing adult may be concrete, factual information that they see some use for.

The sensing type student, given the task of repairing a machine with the instruction sheet, is more likely to work on the machine with his/her hands and ignore the written instructions. The intuitive student, in contrast, is more likely to read the instruction sheet first, before approaching the machine.

Sensing type students are good with detail. They are linear learners. That is, they learn step-by-step until they see the whole. They usually relate well to programmed materials which use a step-by-step process. In reading instruction, sensing students need a clear understanding of the sound system of the language, or phonics, in order to sound out words. They may not learn well with a whole word approach. They will not be as likely as intuitives to pick up the

patterns in language intuitively and, therefore, these patterns will need to be explained in some detail.

Students who prefer intuition usually are comfortable with the abstract task of reading. That does not mean that all adults who are intuitives are good readers. Many other factors can affect reading. Students who are intuitives are more likely to enjoy fiction, poetry and imaginative materials and be bored with more practical writing. Intuitives are usually global learners. That is, they need to see the whole and then process the detail. For example, in reading textbooks, intuitive readers often get the main points and see relationships between points, but fail to get the details that support the concepts. This weakness may cause them to perform poorly on an objective test, whereas the sensing type reader will more likely get the detail without understanding the big picture. This weakness may cause the student who prefers sensing to perform poorly on an essay test which requires the student to make relationships.

The instructor of reading needs to help the sensing types see the big picture and the intuitive types to see the details. The sensing type may not see the forest for the trees, and the intuitive type may not see the trees for the forest.

Thinking and feeling do not affect reading as much as extraversion/introversion and sensing/intuitive, except in relationship to motivation. The person who prefers thinking will take a logical approach to reading. In order for the assignment to be taken seriously by the thinking type student, he/she likes to see the logic in the assignment. If the assignment is logical, then the thinking student will proceed to do it regardless of whether or not he/she enjoys the

subject matter. This student will not allow feelings to interfere with the task.

The student who prefers feeling will be more highly motivated to read material that is about something he/she is interested in. This student will find it difficult to concentrate on material he/she does not care about. This type of student also responds well to a teacher that is well liked. In one study on type and reading, students who preferred feeling made more progress in reading when a counseling approach was used. They responded well to this individualized, interactive approach where their feelings were taken into account. Thinking type students did not respond as well to this approach.

The type preferences of judgement and perception affect reading instruction primarily in the student's work habits. The student who prefers judgement will prefer a more structured approach, with time limits and a planned schedule of activities. The student who prefers perception will prefer more spontaneity and less structure. These students will want some freedom to explore where their curiosity leads them.

Looking at each of these type preferences in isolation gives a somewhat distorted view of the learner. It is when the preferences are combined that a more accurate picture of the learning styles can be understood. For example, the research on type and reading clearly shows that the most powerful influence on reading is the combination of extraverted/sensing and introverted/intuitive. On standardized reading tests, introverted/intuitive students have significantly better scores than extraverted/sensing students. There are of course many exceptions to this statistical finding. Some extraverted/sensing students are

excellent readers, and some introverted/intuitive students are poor readers. Instruction which takes into account the different learning styles of students can help all types building on their strengths and improve their areas of weakness.

How Do Learning Styles Relate to Writing Instruction?

Well-known journalist William Zinser posed the question of whether or not the principles of writing can be taught. His thoughtful response was that possibly, they cannot be taught. But they can be learned. Your challenge as an ABE teacher will be to provide the setting and strategies through which your students can learn the principles of writing.

The influence of teaching/learning styles on the teaching of writing is an area researchers are just beginning to explore. A few rather tenuous relationships are emerging. Based on what we know of teaching/learning styles in general, however, we may make some inferences about the ABE student and writing. For example, it is probably reasonable to assume that the student who prefers a planned, orderly approach to life (and learning) will be thrown off balance by an impromptu creative writing assignment, whereas the student who prefers a flexible, spontaneous approach to life (and learning) may respond better to such an assignment. It is important therefore that you provide opportunities which are appropriate to varied learning styles and that you avoid falling into a habit of one comfortable approach to teaching writing.

Just as we know that learning styles are related to personality type, we also have evidence that variables such as personality growth and self-esteem may be related to writing. For example, one study

demonstrated that students (in high school and college settings) who wrote poetry voluntarily were significantly more likely to be in higher stages of ego development than those students who did not engage in poetry writing voluntarily. Research has also found that writing apprehension and self-esteem are inversely related; that is, the higher the student's writing apprehension, the lower his self-esteem. It is safe to assume that ABE students will have some degree of writing apprehension, and that this apprehension is having an interactive effect with self-esteem. The hopeful aspect of all this is that given this relationship, writing may be a useful tool to help students experience personal growth, and there are a number of methods you as a teacher can employ to help stimulate this growth. These will be discussed a little later.

A potentially limiting factor--one of which ABE teachers especially need to be aware--is the likelihood that your students have had very little practice in the physical act of writing. Mina Shaughnessy (1977), in her classic work on basic writers, Errors and Expectations, found that "compared with the 1,000 words a week that a British student is likely to have written in the equivalent of an American high school or even the 350 words a week the American student in a middle-class high school is likely to have written, the basic writing student is more likely to have written 350 words a semester" (p. 14). If this is true for the remedial college students with whom Shaughnessy worked, then it can only be more true for the ABE students you will be teaching. Not only must these students struggle with the mental process of composing, but also with the mental-motor coordination that handwriting requires.

This can be a serious limitation for the ABE students, but there are some strategies which you can employ to help compensate for this lack of practice in writing. Freewriting is such a strategy. Just as the name implies, freewriting means writing continuously, with no planned format, sometimes simply writing nonsense phrases or words. Freewriting is less inhibiting to the students becausethey do not have to worry about whether or not the "essay" is making any sense. It must be practiced regularly--perhaps five or ten minutes at the beginning of each writing period. Students may at first feel awkward, but once they are convinced that this effort is not to be graded and that they may truly write whatever comes to mind, they usually overcome any initial resistance. They gain valuable practice in the motor coordination required for writing and, at the same time, enjoy a writing experience which is neutral and therefore pressure-free.

Journal keeping is another activity which can help compensate for lack of earlier writing experience. To be most effective, journals should not be graded, but simply checked from time to time to assure the students that you are interested and aware of their efforts. Journals can also serve a dual purpose in that they permit students to reflect on their life experiences, and through this reflection, achieve growth. For this reason, encourage students to explore questions such as "Who am I?" "How do others see me?" "What do I value most in myself?" "What are my major roles?" Students may choose to share sections of their journals but should never be required to. Journals may be kept both inside and outside of class, but they need to be kept on a regular basis if they are to have real value to the students.

In what other ways may writing be used to promote growth? To answer this, we must consider the level of ego development of the ABE student. Maslow's hierarchy tells us that students whose lower-order needs for safety and belonging have not been met cannot be expected to join us in searching for truth and beauty, or higher-order needs. Yet, how frequently have we assigned composition topics such as "the relative merits of democracy and socialism" to students whose needs at the time may be adequate shelter, or for caring others. Given the probable background of ABE students, teachers must be aware of the primary concerns in their lives. Are they financial? Emotional? Writing topics which help explore these concerns can promote growth within the student, and their appeal is almost sure to be more genuine for the ABE student.

Sharing assignments in small groups can also promote growth. One method is to have students work throughout the term in their own small groups--groups which are as heterogeneous as possible. As they react to one another's efforts, their diverse strengths can help fill in gaps for one another, and the learning that takes place in such a setting is far more lasting than when "teacher" corrects or advises. Some teachers ask students to select only their best efforts (at the end of a given time period) for teacher evaluation. This allows the assignment of more essays because each and every one will not require the teacher's personal evaluation. And students like having the choice of which essay will be graded.

Another teaching strategy supported by research is that of one-to-one conferencing. This method combines well with having students work in small groups, because you can conduct the conferences while the students are working in their groups. In the conference, your role is

to help the student explore ways to develop his ideas more effectively. Those who have become proficient at conferencing state that their goal is primarily that of asking questions designed to stimulate the student's thinking.

It is important to note here that there is a difference between writing and copyreading. Writing is that process through which the product is eventually completed; copyreading is the final step in the writing process--the step in which mechanics and usage errors are detected and corrected. If the ABE student tries to make his first draft perfect, he will become easily discouraged. Strive first to get ideas down on paper, then to organize those ideas according to some logical structure, and finally, to turn attention toward the conventions of usage. You as the teacher can use conference time with students to help guide them through this process.

Another effective strategy is to "model" for your students. It is important for ABE students to realize that even competent writers make false starts, step back, and begin again. For example, if you are trying to demonstrate how one produces an effective paragraph, do so at the board. Don't have a pre-planned paragraph in mind; be willing to risk. Let your students see that you also misspell words, need repeated starts, and have to check a punctuation rule from time to time. This reassures them that no one writes perfectly on a first attempt, and that revision is just as important as the initial writing.

An important concept supported by research is sentence combining. In sentence combining, students begin with groups of short, simple sentences and explore ways to combine them into longer, more "syntactically mature" sentences. Working in groups, students enj

this process, and Strong's (1973) book on sentence combining comes with a set of ditto masters for teachers.

And now a word about that old bug-a-boo, grammar. Many students will tell the writing teacher that they have a "poor background" in grammar, and therefore simply need one more concentrated dose of the bad-tasting stuff, whereupon--as if by magic--they will be able to write well. Unfortunately, this is a myth not easily dispelled. As long ago as 1936, the National Council of Teachers of English took a position that grammar, when taught in isolation, that is, apart from the writing process, is not likely to improving writing. Repeated research on this issue has not changed that position--there simply has been no demonstrable relationship between knowledge of rules of grammar and effective writing ability. Yet, many teachers feel duty-bound to put students through rigorous grammar instruction. And when writing fails to improve, they assume it is because still more grammar is needed. What seems to be the best approach is to combine grammar instruction in the context of the student's own writing.

This is one reason the conference technique is effective. Ask a student to read a fragment aloud to you--often he will hear immediately that what he had believed to be a sentence is in fact a fragment. Subject/verb agreement errors are often detected in the same way. As a student learns to detect errors in his work, he is incorporating the concepts of grammar in a much more lasting way. But here again, we need to remember individual learning styles. If some students are totally convinced that they need exercises on capitalization, for example, then assign them to those students whose need for a structured approach to grammar makes them feel--psychologically, at least--that they have the

tools for learning in hand. But at the same time, be sure that the students are having the experience of learning to edit their own work in the conference and small group situations.

As you work with the ABE students on their writing, it is important to remember that they may have had few, if any, successful writing experiences. Begin where your students are, and help ensure that each one has some success with writing. One instructor uses as his first assignment an open-ended topic which allows students to express any hostility they may feel about their past experiences with writing. They are encouraged to use the language they wish and to express their true feelings about writing. Students who normally sit silently, unable to think of anything to write, find that they have lots to say about writing if they know someone is genuinely interested and will not be grading this effort.

A word about grading/evaluation is appropriate here. There is no research which supports that students learn from a composition returned to them literally covered with the teacher's comments written in heavy-handed red In fact, for the ABE student whose self-esteem may already be fragile, receiving such a paper back from the teacher might be all that is needed to convince the student that he can never learn to write. Research results suggest choosing one or two kinds of errors per assignment rather than marking every single error the student makes.

Finally, your attitude toward your students is crucial. Remember the concept of the halo effect, which asserts that students tend to rise to our expectations of them. Your ABE students have already "set themselves apart" as special by choosing to return to school. With your

encouragement and belief in them, they can achieve now what they may have failed to accomplish in earlier years.

CHAPTER FIVE

Student Manual: Summaries, Strategies, and Points to Remember

Theory is only as good as the people who put it into practice. The theory presented in Part One of Learning Never Ends is meant to provide a context within which you, the ABE instructor, may work. But your role, your interaction with students, is the key element in a successful ABE program.

You have chosen to make a contribution in an area of great need. The extent of illiteracy in our society is surprising in a country which prides itself on its technological advancement. In human terms, this means that over 50 million adults experience difficulty in coping with daily life tasks which for the rest of us pose little or not difficulty. Further, we know from research that this illiteracy is related to other serious societal problems. Thus, the ABE program is valuable because it is aimed at helping these illiterate adults, and through helping them, it helps society as well.

Who is this group of helpers? A survey of 123 ABE teachers in Duval County, where there are 69,000 illiterates, provided the following profile (for a more detailed account, see the Introduction):

Age

26-35, 25%

36-45, 23%

46-55, 20%

56-65, 20%

Over 65, 9%

Race

Black, 93%

White or other, 7%

Sex

Female, 88%

Male, 12%

Years of Teaching Experience

5-15 years, 41%

16-20 years, 7%

21-25 years, 9%

Academic Major

Many of the teachers are certified in more than one area. It is interesting to note also that all but one of the teachers holds at least a bachelor's degree.

Elementary Education, 47%

General Education, 11%

Administration and Guidance, 17%

Other, 19%

What are the demographic characteristics of the ABE students (based on a survey of 4,049 students)?

Age

19 or younger, 9%

20-24 years, 20%

25-34 years, 22%

35-54 years, 20%

55 or older, 26%

Race

Black, 66%

White, 27%

Spanish-surname American, 2%

Asian American, 1%

Unclassified, 4%

Sex

Female, 57%

Male, 43%

While these statistics may provide a demographic profile of your students, statistics alone can never reveal the uniqueness of each individual. It is this uniqueness which we address in the following summaries and in the accompanying strategies.

Summary-Chapter 1

Learning Needs of the Adult Basic Education Student

As a teacher, you know that each student has his/her individual personality and needs. This uniqueness is even more apparent in ABE students because of their maturity; they have lived longer and they bring to the classroom a rich diversity of backgrounds. Make use of this life experience to help you identify what kinds of learning will be relevant to each student. What questions do your ABE students bring to the classroom? What problems?

Needs are also important because of their role in motivating students. Are your students' needs primarily physiological and safety needs (e.g., food and shelter), or having met these basic needs, are your ABE students ready to seek the achievement which will help build their sense of self-worth?

The ABE students' diversity, individuality, needs and rich life experiences will interact with their ability and desire to learn. Thus it may be helpful to begin with some strategies which will help your students get to know you and each other, as well as help you to get to know them.

The following activities may serve as a starting point.

CHARACTERISTICS OF ADULT LEARNERS

The teacher of adults needs to recognize that older learners sometimes have different characteristics than youthful learners. The noticeable changes in characteristics as the adult ages (18 through 80+) will most commonly relate to experience, motivation, physical decline, and interests (vocational, cultural, and leisure).

Some of the more common general characteristics of adults along with some teaching implications are presented here.

CHARACTERISTICS	TEACHING IMPLICATIONS
1. Have the ability to learn in spite of the common misconception that oldsters cannot learn.	They need frequent assurance of this; however, for some, it will take a bit longer.
2. Have opinions and want to express them.	This provides relevancy.
3. Like to share their varieties of experiences.	They learn best if they are involved.
4. Respond more favorably to praise.	An extremely important motivational device, but use it judiciously.
5. Differ from one another.	More so than in a high school class in age, mental ability and education.
6. Like informality and variety.	Set the tone and provide environment for this.
7. Like to socialize.	Set times for coffee breaks and join in.
8. Don't like to waste time.	Their time away from family and work is valuable.
9. Learn best by doing.	Like activity, not dull lectures.
10. Will drop out easily.	Have them experience success during first few classes.
11. Like to help set goals.	Learn best if they get immediate benefits.
12. Like to learn at their own pace.	Provide individualized instruction.

CHARACTERISTICS	TEACHING IMPLICATIONS
13. Want to be treated as adults and friends.	Be human.
14. Learn best if a variety of teaching techniques are used.	Be imaginative.
15. Prefer guidance over grades.	They fear public humiliation.
16. Want to see immediate benefits.	Plan specific and practical situations.
17. Want to know how they are doing.	Explain progress toward their chosen goals.

(From So You're Helping Adults Learn, by Wisconsin State Board of Vocational, Technical and Adult Education, 1978).

Strategies Related to Getting to Know One Another

Ask your students to write a biopoem. A biopoem consists of eleven lines as follows:

First name

Four traits that describe you

Sibling of

Lover of (three people or ideas)

Who feels (three items)

Who needs (three items)

Who gives (three items)

Who fears (three items)

Who would like to see (three items)

Resident of

Last name.

This poem may be shared if used as an icebreaker. It may be treated humorously or seriously and is also helpful in terms of using writing to get to know one's self.

Strategies Related to Stereotyping, Communication

Stereotyping refers to the practice of stating general rules from which we then reason incorrectly. For example, "All politicians are dishonest." Stereotyping in the learning situation may be bidirectional. That is, teachers may have stereotypes of their students, and students may have stereotypes of teachers. These incorrect generalizations have a negative impact on teaching/learning. The goal of this activity is to assist teachers and learners in recognizing stereotypes commonly assigned to teachers/adult learners and further, to identify the negative consequences of such stereotyping.

Ask the group to volunteer descriptive adjectives for teacher. List all responses on either chalkboard or newsprint. Put negative words on the left and positive words on the right.

Teacher	
authoritarian	educated
bossy	caring
rigid	intelligent
strict	helpful

Make a similar list for the ABE student.

Discussion of these terms and real life examples who do not fit the stereotype helps us see that we need to look at people as individuals and avoid pre-judging.

Strategies Related to Stereotyping, Communication

Have students list negative words they commonly use in connection with others with whom they interact daily. Similarly, have them list positive words they use.

Words Used about Others

unreliable	kind
lazy	conscientious
old	hard working
careless	super
ugly	sweet

After the lists are compiled, ask students to focus on eliminating the negative and using only the positive for a period of one week. Following this experimental period, ask students to share their experiences and how this experiment affected their interactions with others.

Put a term on the board--"ABE student" or "wolf" or "marriage" or "success" and then ask students to write eight or ten features they associate with that term. Their subsequent sharing of what they have written will reveal that no two people have exactly the same mental picture for even what all believed to be commonly understood terms.

Strategy Related to Maslow's Hierarchy of Needs (powerful motivators)

This exercise increases students' awareness of the needs which motivate their own and others' behavior and thus helps them better understand themselves and others.

Instructions

Need	Is the need being satisfied? If not, what can I do to satisfy it?
Physiological needs	
1. I need a work schedule that gives me an uninterrupted time for lunch.	Not satisfied. I will speak with my boss and ask him to help me resolve the problem.
2. _____	_____
_____	_____
_____	_____
_____	_____
Safety needs	
1. My bedroom is at the end of a dead end hall. I need to know that I would be awakened in time to escape if there is a fire.	Satisfied. I installed a smoke alarm at the entrance to the hall.
2. _____	_____
_____	_____
_____	_____
_____	_____

Social needs

1. I need some recreational pursuits outside of my work.

Not fully satisfied. I will select a sport or hobby I can share with others.

2. _____ _____

_____ _____

_____ _____

_____ _____

Self-esteem needs

1. I need to increase my confidence in myself as a student.

Partially satisfied. I have established goals and am working toward them.

2. _____ _____

_____ _____

_____ _____

_____ _____

Self-actualization needs

1. I need to know what work I am best suited for.

Not satisfied. I will attend the next career exploration workshop offered.

2. _____ _____

_____ _____

_____ _____

_____ _____

POINTS TO REMEMBER

Recognize and capitalize upon the commonalities of ABE students within a given class, but even more important, identify individual needs.

Remember that ABE students require specialized instructional methods. Avoid the traditional lecture-test approach. Find out what questions your students bring to the classroom, and use these to stimulate interest in additional questions which promote acquiring basic education skills.

Realize that the ABE student's classroom performance is the result of a complex interaction of intrapersonal, interpersonal and environmental needs.

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Summary-Chapter 2

Models for Teaching the Total Adult Student

There is always the temptation to simply teach as we have been taught. Yet, research tells us that older learners' needs are best met not by the teacher-directed method, but by a learner-centered method which involves the student in his/her own learning.

This means that as teachers of ABE students, we want to look at our students as total persons, taking into account their intellectual, emotional, and social needs, as well as their academic needs. In this context, we must incorporate teaching strategies which help students appraise their inner selves and look at their needs realistically; devise ways of making the learning environment stimulating; allow students to assume responsibility for the direction of their own learning; and incorporate methods which facilitate individual learning styles. This kind of learner involvement is essential to andragogy, the art of teaching adults.

Strategies Related to Involving the Learner

Working with the class, develop a needs assessment which will help you in planning the curriculum.

Ask for student input regarding guest speakers. There are many people in the community who may serve as helpful resources for the ABE student (e.g., counselors from the State Employment Office).

Be sure that the physical arrangement of the class lends itself to learner participation (e.g., chairs in a circle as opposed to structured rows).

Be willing to change the agenda for the day if situations in students' lives require attention.

Avoid closed questions (questions which can be answered in a single word) and focus on open or evocative questions.

Work with your students to develop performance contracts. This involves the student in his/her own evaluation. Together, arrive at goals, activities which help accomplish the goals, and standards for having met the goals.

Strive to establish a climate which encourages acceptance of feelings.

If certain students have skills which they can share with other class members (e.g., cake decorating, carpentry), devise lessons which enable these class members to serve as peer teachers.

Strategies Related to Non-directive Teaching

Analogies

Involve students in their own learning by asking evocative questions. These are open-ended questions which draw all class members into a creative process. The teacher opens a discussion with questions designed to arouse student interest. Examples are:

1. An automobile engine is like a _____ _____ because _____ _____.
2. A storm is like a _____ (supply the name of a machine) because _____ _____.
3. _____ (supply the name of a plant) is like a wheel because _____ _____.

As the class discusses these ideas, the teacher helps them connect old and new information. The purpose of this activity is to stimulate students' ability to think in the abstract, making comparisons between various objects or concepts.

Personal Analogies

The goal of this activity is to help your students stretch their sense of playfulness and willingness to use their imaginations.

1. Be a piece of celery. How do you feel?
2. You are nice, cool grass. That is the way you look. How do you feel? How do you feel when someone steps on

you? What are three wishes you have?

3. You are a desk. Tell us everything you can about yourself.

(Adapted from Personal Models of Teaching, by M. Weil, B. Joyce, & B. Kluwin, 1978).

POINTS TO REMEMBER

Remember that we are not trying to reach only the student's head: we want to address the "total" student's intellectual, emotional, and social growth.

Recognize that your attitudes toward your students are an essential element in the teaching/learning interaction. Your valuing of the student must be genuine.

Strive to make the learning environment stimulating.

Utilize non-directive teaching methods whenever possible. This involves the learner in his/her own learning and allows the learner to share the responsibility for learning.

Summary-Chapter 3

Keys to Motivation

Motivation is central to the success of ABE students. Because their educational experiences in the past have in all likelihood been frustrating or defeating, it is obvious that a powerful motivating force has brought the ABE students back into an educational setting. Whether this force is something inner-directed, such as a need for achievement, or outer-directed, such as wanting to be able to read the Bible, the motivation is present.

Awareness of what is motivating your students enables you to tap into this energizing resource for the enhancement of learning. Take time to talk with your students--both individually and in groups--so that you can learn enough about them to have insight into their motivation. And because your students are mature adults, they are not likely to be tolerant of instruction which is irrelevant or boring. Your challenge is to plan instruction which not only is relevant to their needs, but instruction which is also interesting and fun.

The following strategies are designed to help you tap into the motivating forces present in your ABE students and to make learning relevant and fun.

Strategy Related to Making Learning Fun

Humor is a powerful tool for the ABE teacher. Create an environment that incorporates humor into the learning setting. This may be as simple as a bulletin board that contains cartoons, funny photographs, or humorous quotations.

Humor can also be used to energize or warm up a group. Four Up is an activity which can be used either to get the group started or as a refreshing break. The directions are as follows:

> This is a game with very simple rules. We'll start by sitting down. Anyone can stand up whenever he or she wants to, but you cannot remain standing for more than five seconds at a time before you sit down again. Then you can get right up again if you want to. Our objective as a group is to have exactly four people standing at all times.
>
> (Adapted from Goodstein & Pfeiffer, 1983)

Strategy Related to Confidence Building

Because your ABE students may have had few successful educational experiences in the past, it is important to help them become more aware that they daily engage in successful learning without having identified it as such. Conduct a group discussion in which students identify activities such as reading a newspaper, listening to a radio or TV newscast, participating in a meeting, making travel plans, making family or work-related decisions, or taking up a hobby--all of which demonstrate successful intellectual functioning.

Strategy Related to Relevant Needs

The following activities incorporate learning in the three major skill areas of reading, writing and arithmetic. Yet, each addresses real life concerns.

Arithmetic

1. Use of the calendar as a reminder
2. Measuring a window for curtains
3. Comparing prices
4. Figuring taxes
5. Balancing the checkbook
6. Figuring the cost of lumber
7. Determining distances
8. Estimating weight
9. Estimating change
10. Checking sales slips

Reading

1. Recognizing signs
2. Choosing TV programs
3. Using the yellow pages
4. Using the mail order catalogs
5. Finding local news
6. Reading weather reports
7. Interpreting headlines
8. Using an index
9. Choosing a book
10. Reading the ads

Writing

1. Writing personal letters
2. Taking notes
3. Abbreviations
4. Keeping a diary
5. Making a grocery list
6. Writing directions
7. Filling in applications
8. Using acetate
9. Keeping a budget
10. Answering test questions

(Adapted from Smith, Martin & Ulmer, 1972)

POINTS TO REMEMBER

Motives that "trigger":

- curiosity
- anxiety
- positive or negative attitudes
- social recognition
- achievement
- needs
- competition
- cooperation
- praise and criticism
- moving toward or away from something, such as toward success and away from failure

Where motivation lies:

- in the subject matter
- in the student's interest in the subject matter
- in the way in which the subject matter is presented
- in the student as a person
- in the teacher as a person

Summary-Chapter 4

Individualizing Instruction

Many characteristics and skills are required of an effective teacher, but one characteristic which is essential is an attitude of respect for the individuality of the learner. Knowledge of personality type and how type interacts with teaching/learning is a logical extension of awareness of student individuality.

While type must never be used to stereotype students, it can be used as a general guideline for curriculum planning. This means varying our teaching strategies because we know that our classes are made up of various types of learning styles. We therefore must incorporate strategies which are appropriate to each type. For example, some lessons should begin with the broad overview and then proceed to the specific points. Conversely, other lessons should begin with the specific points and build to the broad overview. Even simple strategies such as balancing quiet, individual tasks with group activities can help provide the diversity demanded by different learning styles. Perhaps Myers (1982) said it best:

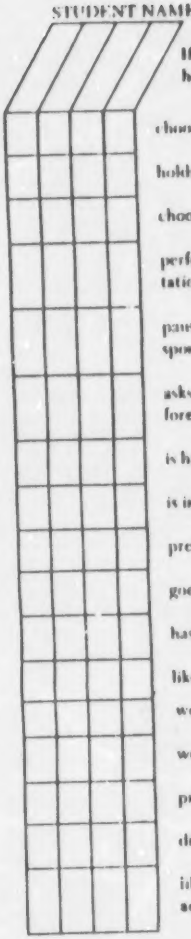
> Whatever the circumstances of your life, whatever your personal ties, work, and responsibilities, the understanding of type can make your perceptions clearer, your judgements sounder, and your life closer to your heart's desire. (p. 211)

The following strategies offer varied approaches to learning in the subject areas of reading and writing.

Strategy Related to Identifying Type

The following are observation charts that can be used to help you identify the psychological type preferences of your students. You may even want to observe yourself to better understand your own psychological type. Always remember that no psychological type is better than another. Each type preference has its strengths and weaknesses.

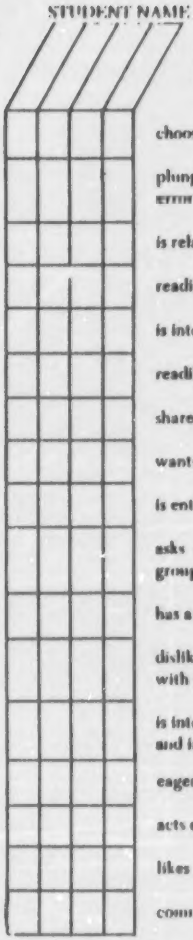
STUDENT NAME



If your student is an **INTROVERT**, it is likely that he or she:

- chooses to work alone or with one person
- holds back from new experiences
- chooses written assignments over oral presentations
- performs better in written work than in oral presentations
- pauses before answering, and shows discomfort with spontaneous questioning
- asks questions to allow understanding something before attempting to do it
- is hard to understand, quiet and shy; seems "deep"
- is intense, bottling up emotions
- prefers setting his/her own standards when possible
- goes from considering to doing and back to considering
- has a small number of carefully selected friends
- likes quiet space to work
- works intently on the task at hand
- works on one thing for a long time
- prefers jobs that can be done "inside the head"
- dislikes interruptions
- likes to think a lot before acting, sometimes doesn't act at all

STUDENT NAME



If your student is an **EXTRAVERT**, it is likely that he or she:

- chooses to work with others, with large groups
- plunges into new experiences, working by trial and error
- is relaxed and confident
- readily talks over events and ideas with others
- is interested in other people and their doings
- readily offers opinions
- shares personal experiences
- wants to experience things so as to understand them
- is enthusiastic about activities involving action
- asks questions to check on the expectations of the group or teacher
- has a relatively short attention span
- dislikes complicated procedures and gets impatient with slow jobs
- is interested in the results of the job, in getting it done, and in how other people do it
- eagerly attends to interruptions
- acts quickly, sometimes without thinking
- likes to have people around
- communicates well and greets people easily

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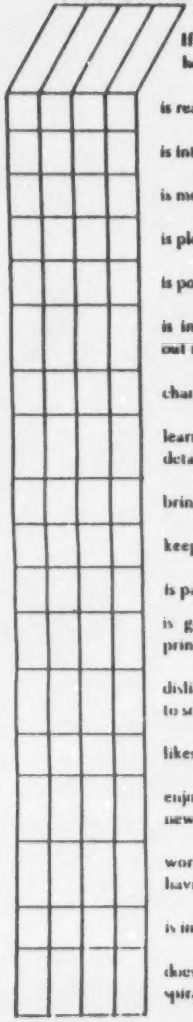
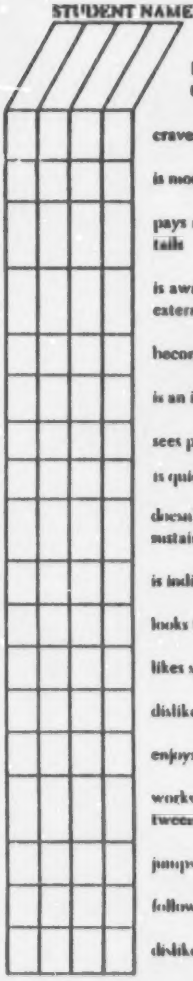
STUDENT NAME



If your student prefers SENSING, it is likely that he or she:

- is realistic and practical
- is intensely aware of the environment
- is more observant than imaginative
- is pleasure loving and contented
- is possessive of things, a consumer
- is imitative; prefers memorizing rather than finding out reasons
- changes moods as physical surroundings change
- learns best from an orderly progression of sequential details
- brings up pertinent facts
- keeps accurate track of details, makes lists
- is patient
- is good at checking, inspecting, "reading the fine print," and precise work
- dislikes new problems unless there are standard ways to solve them
- likes an established routine
- enjoys using skills already learned more than learning new ones
- works steadily all the way through to a conclusion, not having bursts of energy and slack periods
- is impatient or frustrated with complicated situations
- doesn't usually get inspirations and doesn't trust inspirations

STUDENT NAME



If your student prefers INTUITION it is likely that he or she:

- craves inspiration
- is more imaginative than observant
- pays more attention to the whole concept than to details
- is aware of only the personally relevant aspects of the external environment
- becomes restless, impatient with routines
- is an initiator, promoter, inventor of ideas
- sees possibilities that others miss
- is quick with finding solutions
- doesn't always "hear you out;" is impatient with all sustained sensing occupations
- is indifferent to what others own or consume
- looks far ahead, furnishes new ideas
- likes spotting problems and solving them
- dislikes doing the same thing over
- enjoys learning a new skill more than using it
- works in bursts of energy, and has slack periods in between
- jumps to conclusions; makes factual errors
- follows inspirations good or bad
- dislikes taking time for precision

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STUDENT NAME

If your student prefers THINKING, it is likely that he or she:

- is logical and analytical
- is impersonal, impartial
- is more interested in ideas or things than in human relationships
- is more truthful than tactful
- is stronger in executive ability than in the social arts
- is brief and businesslike
- takes very seriously facts, theories, and the discovery of truth
- takes seriously the solution of practical problems
- treats emotional relationships and ideals quite casually
- contributes intellectual criticism
- exposes wrongs in the habits, customs, and beliefs of others
- is offended by illogic in others
- holds firmly to a policy or conviction
- hurts other people's feelings without knowing it
- doesn't need harmony
- decides things impersonally, sometimes ignoring people's wishes
- is upset by injustice
- seems not to know how his or her own actions affect other people's feelings

STUDENT NAME

If your student prefers FEELING, it is likely that he or she:

- is personal, likes personal relationships
- is more interested in people than things or ideas
- is more tactful than truthful, if forced to choose
- is likely to agree with others in the group
- thinks as others think, believing them probably right
- finds it difficult to be brief and businesslike
- takes emotional relationships and ideals very seriously
- is offended by a lack of personal consideration in others
- is motivated by others
- is compliant
- permits feelings to override logic
- forecasts how others will feel
- arouses enthusiasm
- is upset by conflicts; values harmony
- dislikes telling people unpleasant things
- relates well to most people
- is sympathetic

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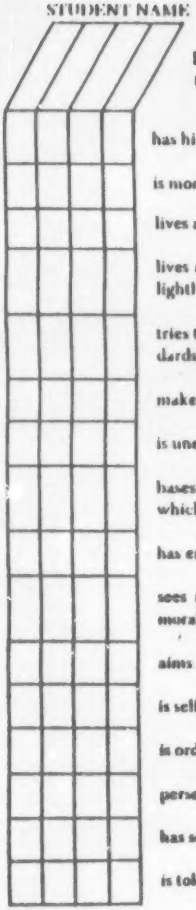
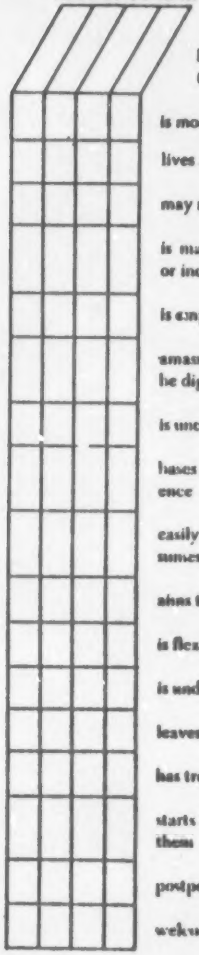
STUDENT NAME



If your student is a JUDGING type, it is likely that he or she:

- has his or her mind made up
- is more decisive than curious
- lives according to plans
- lives according to standards and customs not easily or lightly set aside
- tries to make situations conform to his or her own standards, "the way they ought to be
- makes definite choices from among the possibilities
- is uneasy with unplanned happenings
- bases friendship upon beliefs, standards and tastes which are assumed to be shared
- has enduring friendships
- sees more perceptive people as aimless drifters, unmoral if not immoral
- aims to be right
- is self-regimented, purposeful and exacting
- is orderly, organized and systematic
- perseveres
- has settled opinions
- is tolerant of routine

STUDENT NAME



If your student is a PERCEPTIVE type, it is likely that he or she:

- is more curious than decisive
- lives according to the situation of the moment
- may not plan things, acts spontaneously
- is masterful in handling the unplanned, unexpected, or incidental
- is empirical and dependent on experience
- amasses vast quantities of experiences, more than can be digested or used
- is uncritical
- bases friendships on propinquity and shared experience
- easily and often drops friendships, forgets them, resumes them
- aims to miss nothing
- is flexible, adaptable and tolerant
- is understanding and open-minded
- leaves things open
- has trouble making decisions
- starts too many projects and has difficulty in finishing them
- postpones unpleasant jobs
- welcomes new light on a thing, situation or person

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Strategy Related to Understanding the Processes of Sensing, Intuition, Thinking and Feeling

Eat an Apple

A. This activity is to help you distinguish the mental processes of perception (intuiting and sensing) and judgement (thinking and feeling). Work in pairs with one partner being a recorder. The recorder should mark off four sections on a sheet of note paper. Label one section Sensing, one Intuition, one Feeling, and one Thinking. As both partners talk, the recorder should make notes in each section, as indicated below, starting with sensing. Each person selects and eats an apple, paying attention to each of the four processes separately, one at a time. Take three or four minutes for each process.

1. As you eat the apple, list your sense impressions of the apple and its parts: skin, flesh, carpels, seeds--noting colors, shapes, textures, tastes, muscular movements and tensions. List facts only.
2. List your intuitions that come to you during the experience. Memories and associations: Who or what do apples make you think of? Can you recall other ways of enjoying apples? baked? jellies or ciders? games? other? Do you recall apples in stories, myths, poems, proverbs, or superstitions? Do you find yourself speculating about this particular apple?
3. Can you think about apples?

   Did your sense impressions or your intuitions lead you to make any logical conclusions about this apple? About apples in

general? "I'd say this apple has been in cold storage. I say that because..."

4. List your feeling judgements:

   How you felt about trying this experiment.

   How you felt about selecting the particular apple you did.

   How you felt about eating the apple you chose.

B. Each recorder reads to the others in the group what was written in the sensing section. Get concurrence that all items were sensory data. Then read each of the other three similarly.

C. The group then discusses these questions: In what ways is the set of data recorded under "sensing" fundamentally different from the kinds of things listed under "intuition?" Do all members of the group agree? Do the two sets of data help to show why people who dwell more on sensory data than intuitive data are fundamentally different from intuitive types (and vice versa)? Can you see why they would be more tuned to concrete facts, in the "here and now," and less tuned in to abstractions, imaginings, possibilities and speculations? Now consider the notes under "feeling" and "thinking." How are these two kinds of judgement statements basically different? Do they help to show the real differences between F types and T types?

(From People Types and Tiger Stripes, by G. Lawrence, 1983)

Strategies Related to Varying Reading Instruction

Everyone in the class writes a Dear Abbey letter. Though anonymous, these are coded so that the writers can get their own letters back. The letters are assigned to the class and each student reads one letter, then writes a response. Variation: Write and answer the Dear Abbey letter a literary character (e.g., Tarzan, Scarlett O'Hara) might have written.

Have students individually or in small groups make up eight or ten absurd records that might appear in the Guiness Book of Records (a possible text for high interest appeal). Example: ABE student gives birth to two sets of twins. Variation: Have students read a sports record and then write a sports article as if reporting for a newspaper, complete with sports jargon.

Read some newspaper horoscopes; then ask students to write their own.

Ask students to paraphrase a paragraph (either you or they have chosen) from a textbook and rewrite the paragraph so that it could be understood by a very young child.

Bring in Reader's Digest articles. Provide students with one 3 x 5 notecard. After reading the article aloud, ask students to summarize the article on one card. This teaches selective reading and writing.

Set up three reading situations:

individuals reading aloud into a tape recorder;

one student reading aloud to another student;

small groups where students read aloud, then silently.

Allow students to choose the situation they prefer.

(Adapted from Mezirow, Darkenwald, & Knox, 1975)

Strategies Related to Varying Writing Instruction

Bring in a common object, a brick or a spatula, an umbrella or a paper clip. Give the students five minutes to list as many uses as possible of this object, another five minutes to share what they have written.

Ask students to write the obituary for a literary character (e.g., Tom Sawyer, Sherlock Holmes, Robin Hood).

Read aloud Judith Viorst's Alexander and the Terrible, Horrible, No Good, Very Bad Day, a children's book that even sophisticated adults enjoy. Then urge students to describe their own terrible, horrible, no good, very bad days, in writing.

Ask students to become typical school-related objects--a locker, an English teacher's red Bic pen, a grammar handbook, a basketball--and write a page describing a day in the life of their object.

Each student has the same opening: "It was a dark and stormy night," or "The trouble really began when . . ." Given that instruction, each student writes for two minutes, then passes the paper on to the next student, who adds new material for two minutes, then passes, etc. After ten or so minutes (five writers), have the stories read aloud. Variation: do this activity in groups of five if class size permits.

Your students are going to interview someone famous. But first each one has to write at least five questions to ask the interviewee.

You've got thirty words to sell your old car. Write the classified ad.

Your students choose (or invent) a product and write the 125-200 words that will be used in a radio advertisement. Let them tape it if

they like, complete with background music of their own choosing. These ads, like many of the writing activities, share a useful feature; they have real world equivalents.

Your students are to write synopses of several TV shows. They can use no more than two sentences with no more than thirty words total. Can they hook viewers into watching?

The Wallace family has made a career of lists. So can your students. Over time, say a month, they are each to list their five favorite books, movies, songs, foods, flavors of ice cream, colors, whatever. These lists, by the way, if put on the bulletin board, will tell your students a lot about each other. And how about putting your own lists up there too? This exercise is a good way to work in handwriting practice.

Urge your students to write letters--to friends, teachers, principals, editors--and send them.

Writing has more relevance for the adult learner if he/she knows there is an audience for the writing. What better audience than the community in which your students live? A community newsletter is a fun way to develop writing skills, and it can begin small--a one page newsletter would be a good way to get started. Later, as your students gain confidence, the newsletter can be expanded to include creative writing as well as news items.

Strategies Related to Writing, Communication

These topics may be utilized either as writing topics or as discussion topics to help build group unity among your ABE students.

1. What are some things you do which you think are not commonly done?
2. Tell about a turning point in your life.
3. Describe a time of great sorrow.
4. Tell some things that you would put in your will.
5. Tell about a situation in which you felt very embarrassed.
6. Tell about some of the traditions of your family.
7. Share a superstition you hold.
8. Write a memoir about a person who has been important in your life.
9. Describe a hurt (physical or mental).
10. Read a short story aloud, but stop before the ending. Have students write their own endings, then share them. Discuss what words, ideas, or images in the story guided their choice of endings. This exercise helps students become aware of writing as a process, and also helps them conceptualize the writer of the story as a person going through the writing process.

POINTS TO REMEMBER

Recognize that ABE students bring to the learning task not only their life experience, but also their preferred learning style.

Remember that differences in both teaching and learning styles (based on individual personality type) necessitate planning that allows for these differences. You may not be able to match every lesson to every type, but you can vary your strategies so that all students have opportunities to learn according to their preferred learning style.

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We would like to find out what your reactions are to the monograph, LEARNING NEVER ENDS: A handbook for part-time instructors of adult basic education. Your evaluation will help us respond to the interests and needs of the readers of the next edition.

1. We would like to know how you rate our monograph in each of the following areas:

	Excellent	Good	Adequate	Poor
a. Selection of topics	___	___	___	___
b. Detail of coverage	___	___	___	___
c. Order of topics	___	___	___	___
d. Writing style/readability	___	___	___	___
e. Attractiveness	___	___	___	___
f. Strategies and techniques	___	___	___	___

2. Please cite specific examples that illustrate any of the above ratings.

_____

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3. Describe the strongest feature(s) of the monograph.

_____

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4. Describe the weakest feature(s) of the monograph.

5. What other topics could be included in this monograph?

6. What recommendations can you make for improving this monograph?

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